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MADRAS PROVINCIAL EDUCATIONAL CONFERENCE TANJORE

WELCOME ADDRESS

BY

MR. A. M. P. SUBBAROYA CHETTIYAR, M.L.A.

Ladies and Gentlemen,

I deem it a great honour and a valuable privilege to have been called upon to take part in this XXVIII Madras Provincial Educational Conference as Chairman of the Reception Committee. The opportunity I have been given to appear before you all as the Chairman of the Reception Committee and deliver the address, thus giving me time to think of Educational Subjects, is entirely due to the extreme generosity of my friend and comrade Sriman V. Nadimuthu Pillai, M.L.A., who, instead of shouldering this responsibility himself as the President of the District Board of West Tanjore at whose headquarters this gathering has assembled, has shoved this task on my head at the last moment since he had to leave for the cool regions of the Blue-Mountains. My thanks are due to him for conferring on me the honour of receiving you all.

I have much pleasure in offering you, Sjt. C. Rajagopalachariar, our President-elect of this Conference and our revered leader, and the other fellow delegates and visitors, our most hearty greetings and cordial welcome on behalf of the South India Teachers' Union and the Tanjore District Teachers' Guild on this unique occasion. The occasion is really unique, and as far as I know without parallel, in that for this Conference both the President of the Conference and the Chairman of the Committee have been elected not from amongst yourselves who are teachers but from outside your ranks, and from a body of the future legislators and your representatives in the Madras Provincial Legislative Assembly in whom the people of this land have without doubt placed their trust

and confidence for accelerating their amelioration socially, politically and economically. I am referring to the Indian National Congress which has awakened the masses of India to a consciousness of their real place in the life of this vast sub-continent which holds within its geographical borders a fifth of the human race. As I may be considered not to be in proper form in saying here anything about the political activities of the Congress, I wish only to invite your attention to the splendid part which the Congress has played in educating the people—not from the point of view of removing illiteracy, which is one of its objects and which I hope will be achieved when Congress assumes office, but from the point of view of bringing home to the people in the course of their contact with the masses the rights and duties of citizenship which are implied in the exercise of franchise.

THE PRESIDENT ELECT

It is indeed a good fortune that Sjt. C. Rajagopalachariar whom we may call the ' Gandhi of South India ' who, after a strenuous career both in law and politics, had practically retired to take rest, was successfully persuaded to return to our midst, and our joy was immense when we heard that he had agreed to stand for election to the Assembly from the University Constituency. The voters of this Constituency of whom you form a bulk have displayed considerable foresight and wisdom in choosing the right man at the right time. Sjt. C. Rajagopalachariar, you well know, is a great scholar well versed in many languages with a grounding of deep knowledge in ancient Hindu Vedic and religious Literature, witness his lucid exposition of the Bhagavat Gita and his frequent contributions to the English and Vernacular journals on the Mahabharata, the Upanishads, etc. His recent discussion about the use of Tamil expressions bears testimony to his versatility in Dravidian Literature. Of his knowledge of Hindi which I trust will soon become the *Lingua Franca* of this nation and thereby strengthen its solidarity, it will be superfluous for me to speak. His service in the cause of Harijan uplift and his zeal in the welfare of our youngsters do not need praise from me, for it is not possible to think of him except in terms of his service and sacrifice for their cause. It is a very happy augury that Sjt. C. Rajagopalachariar represents the University seat in the Provincial Assembly, and that under his leadership the future Ministry of this Province will function when the clouds disappear from our political sky and we get a glimpse of the clear sun-shine of our bright future. I hope that in his Presidential Address we shall hear of his plans and programmes for helping you to reach the aims and ideals you have set before you. But for the impediments placed in his way, it ought to have been his privilege even now to take you into his confidence and tell you all that he intends to do

in the furtherance of your cause. I believe that that time is not far off and that, sooner than we imagine, we shall have opportunities of deciding upon a definite course of action in the nature of laying out a Five-Year plan or a similar planned campaign, for bringing the level of literacy to 100 %.

NEED FOR OVERHAUL

None will gainsay the fact that our present system of education, particularly the branches of the Secondary and Elementary grades, calls for thorough overhauling and immediate reform in the light of our past experience, present difficulties and our cherished ideals for the future. Past experience has shown that the Primary Education as it is imparted now scarcely equips one to fulfil the duties of citizenship, not to stress on the wastage of energy, time and money involved in it without adequate return, because many of the boys and girls who leave the schools after the 2nd or 3rd year due to social or economic reasons, lapse into illiteracy. Similarly, Secondary Education without any flavour or adjunct of technical, technological, industrial course super-added or attached as a composite part of the curricula of studies only tends to prepare the boys and girls for the University Course in a College of Arts through which alone, after passing the Intermediate examination, the course of medicine or engineering can be chosen, or after taking the B.A. degree, the professional course of Law, or Teaching can be pursued. For these professional careers the standard of knowledge now fixed is certainly necessary as a prerequisite, but for those that are left behind by failures in the examinations or that are unable for other reasons to adopt the above said four careers, what an amount of wastage of time, money and effort is involved! The statistics of the middle class unemployed directed to be compiled by the Government in their department of Industries is not ready yet, but I think that it will abound only in the class of the people whom I have now enumerated as those that are left behind. Is it not our duty to check this kind of growth in unemployment which is increasing day after day? What is the remedy for it? The Punjab Unemployment Enquiry Committee which was presided over by Sir Tej Bahadur Sapru has investigated all the aspects of this problem and submitted its report, extracts of which have already been published, and the suggestions made in that report find favour with many of the Provincial Governments. It is our hope that those suggestions will be implemented by the Central Government and the Provincial Governments by the formulation of practical proposals and definite schemes of action. These solutions will apply only to the students who have passed through the Old Middle School standard corresponding to the present III Form of the High schools, but for those that remain below we must devise a

system of education which will provide them with a certain amount of general knowledge, a level of cultural attainment, information regarding their civic rights and duties and as to what are the qualities which go to make up a useful citizen of the State and a desire for the pursuit and acquisition of knowledge in whatever department or walk of life their lots may be cast. With this end in view, the curricula of studies must be remodelled by including elementary courses in Citizenship, Rural administration, etc., in addition to the introduction of vocational classes. Interest in agriculture, arts, crafts, manual labour such as carpentry, rattan work, gardening and claymodelling, etc., may be stimulated by practical work in those directions carried on by the teachers and the pupils as a hobby and thereby the right use of leisure may also be cultivated. I may instance here the activities of the Ramakrishna Mission Schools wherein all these courses are available. I have here mentioned only some broad outlines which came to my mind, and the examples given by me are by no means exhaustive. They are only instances of the various channels of activities to which the minds of the young during the impressionable period of their early life can be usefully directed so that, when they become men and women of mature understanding enriched by their accumulation of experience, they will posses a wide and liberal outlook on life and a proper appreciation of their privileges and responsibilities and their inter-relationship with the people of other communities and other countries round them and they will realise that the prosperity and happiness of every one is bound with the prosperity and happiness of every other and all. I cannot do better than give an illustration of achieving this ideal as envisaged in Ancient India in the Hindu Social Polity when, under the original caste system and Varnashrama Dharma then prevailing with mutual good will and harmony among the several people without animosity, rancour, jealousy or bitterness between each other, there was a just and equitable division of labour and responsibility crowned with a fair distribution of the fruits of labour and the conferment of privileges flowing downwards from the king with his assumed divine origin to the poorest and humblest subject of the State. Herein lies the secret of the art of living together and making for the greatest happiness of the greatest number. The caste system and the Varnashrama Dharma have become corrupted by age and tradition owing to their contact with new conditions, new environments and modern ways of thought and actions, which are generated by a desire for advancement of oneself, one's nation to the exclusion of others and other nations. In their place have arisen the inevitable class system and the conglomeration of callings, trades, etc., with mutual competition and the war between Capital and Labour and the rivalry between the various "Isms" to capture power. In my opinion the genius of the Hindu soil

is fertile enough to foster the growth of any exotic plant, be it a new civilisation or a new religion and assimilate it as part of itself, and so I can assert that, for the peace and prosperity of every nation through which alone we can bring about international peace and prosperity, not a little depends upon the right kind of education being given to the younger generation of our country.

NATIONAL REACTION TO WESTERN EDUCATION

The defects of our present educational system were discovered by our leaders long ago. And I may say that the starting of the Central Hindu College in Benares which has since blossomed into the Benares Hindu University, thanks to the untiring efforts of Pandit Malaviyaji, the founding of the Shantiniketan Institution "Viswabharathi" by Doctor Rabindranath Tagore and the continuous support it is receiving from the public of India and other countries, the inauguration of a National University by Dr. Beasant which subsequently however could not be placed on a stable and permanent footing due to lack of funds—these are all signs of the reaction against the system of education which was thrust upon the "Natives of India" by a body of commercial adventurers who became the rulers of their customers and from whom they had to select their clerks, etc. It is true that in the Government service many Indians are holding high appointments. Nevertheless the large majority of our educated young men are not able to aspire for anything higher than the several lower grade posts in the various departments of the state in the key services and as it is not possible to provide them all with even that much, there is the growing menace of unemployment. Commercial careers are not available for many, and it is up to us to tackle the question in all its bearings and it is the duty of you all to co-operate with the public in this task. Sir M. Visweswarayya, one of our greatest engineers in one of his recent convocation addresses has started the slogan "Industrialise or Perish" and let us proclaim it not merely by words but also by our action. Let me not be understood as laying too much emphasis on the utilitarian aspects of our education to the exclusion of its cultural ideals. I am with you in that the main purpose of education is to inculcate in the minds of the young a desire for right knowledge, right thinking and right action and thus to help to build a nation of stalwarts with the welfare of humanity as their goal.

EDUCATION OF BOYS

I do not wish to take a long time and so I shall content myself with making a few suggestions which you may consider while devising methods for improving the Secondary and Primary education system,

(a) At present there is too much of specialisation in the early High school classes. This is not helpful to a growth of general knowledge as the energies of the pupils are taxed in the special studies. Up to the 9th standard something of everything may be taught and for this the scheme of "something about everything" series adopted by the Madras Library Association may be followed."

(b) The place of fine arts, music, painting, etc., as aids to completeness of life has to be recognised. Subjects such as these should be encouraged in the early stages and our youngsters must be inspired by the ideals of Truth and Beauty. How pleasant it would be if every one of us can sing the joy of life.

(c) Vernacular as the medium of instruction has now become popular and it should be encouraged to a larger extent. Suitable technical and scientific terms without jarring and unattractive sounds should be invented and used more liberally in conjunction with the technical classical terms.

(d) In order to instil in our youngsters a national feeling they should be taught Hindi in all the High schools. This will serve to make for greater toleration amongst the several communities and promote a spirit of mutual good will and co-operation through the link of a common language. Just as by introducing the English language in our schools, colleges and offices the British Government have strengthened their hold on India, we must reverse the process and slowly disentangle ourselves from that hold by adopting Hindi as the common language and through that means work out our emancipation on all sides. The cultural unity of India can be strengthened only by having a common language like Hindi.

(e) The Cinemotograph, Talkies and Radio can be utilised for doing propaganda and for educational purposes. In a similar manner the reading habit can be encouraged by the opening of libraries and increasing the number of travelling libraries and occasional visits to the school, etc., as part of our rural reconstruction work during the holidays.

(f) The Middle School Examination at the close of the 8th standard of the Elementary School may be revived and after that the pupils should be diverted according to their aptitude or the careers settled for them, *i.e.*, Arts course, Technological course and subjects suitable to their taste and vocations.

(g) Handspinning and weaving—by the use of Charka or Takli and the loom—may be taught as an optional or subsidiary subject in all schools between the III and V classes and similarly other forms of cottage industries may be introduced in the lower classes,

EDUCATION OF GIRLS.

As for the education of girls, reforms must be introduced in such a manner that they may be capable of being engrafted in the present curricula of studies having regard to the important part which women have to play in moulding the character of children and in efficiently carrying through the management of the home. Woman should occupy an exalted position in Society. It was so in ancient India but in the medieval times she was deprived of her independent status. However, latterly woman was able to make her importance felt and after a good deal of agitation, she has been recognised as an equal partner with man in building up a nation. She has to play her part as man's companion and counsellor and her views are entitled to great respect. She has an equal responsibility in the affairs of the nation. The children have to be brought up by her with constant care of their physical, mental and moral welfare and the atmosphere of the home has to be made congenial to the growth of the child to its full stature. There are many little ways in which the mother exerts her influence for good or evil on her children and hence it is imperative that our girls who will become mothers in their time of future generations must be trained properly so as to make them efficient in discharging their duties to the nation. The Women's Indian Association and other Women's movements are alive to this aspect of their place in the Scheme of social evolution and they are trying to solve the problems which they have thus formulated. Conferences such as yours must elicit from them in what directions your co-operation will be useful and I think that representatives of each association must be invited to attend the gatherings of the other.

Some women have also to be trained for service as teachers, lecturers, doctors, nurses, etc., and for them higher courses of study are now provided. But for the generality of women, in my opinion, a knowledge of the following subjects is essential :—

1. Music, 2. Sewing, stitching, spinning, knitting, which can be made compulsory between 3rd and 5th classes, 3. Embroidery. 4. Cooking to be compulsory, 5. Domestic economy, domestic hygiene and child welfare, 6. First aid, 7. Fretwork which may be made optional.

FREE AND COMPULSORY ELEMENTARY EDUCATION

Besides the above, a scheme of free compulsory education up to the 5th class for both boys and girls should be given effect to by the raising of donations, endowments, etc., from the wealthy public, and the contributions to be made by the state.

I should also mention the need for devoting greater attention to the physical culture and training of young boys and girls to enable them to become healthy, happy and useful citizens. Plenty of out-door and in-door games should be provided for with large playgrounds wherever possible. Swimming, horse-riding, etc., may be taught as they form the best type of physical exercise. As we Indians must be prepared to have our own Air, Naval, and Military forces in course of time as a measure of defence, our youngsters must learn to be ready to respond to the country's call and enlist themselves.

TEACHER-PARENT CO-OPERATION

I would also plead for the spread of the spirit of co-operation among the teachers and the parents of the pupils by (1) the introduction of large number of co-operative societies in schools and colleges with the students being trained in their management; (2) the formation of Parent-Teachers' Associations in every place where there is a school and their co-ordination of effort in solving the difficulties that may be experienced in actual working at school and outside; (3) by frequent exchange of visits by the teachers and parents to the home and school respectively; (4) by instituting a Court of Honour, a Hall of Greatness where portraits with short biographies of our leaders in art, literature, science, etc., may be kept and the building of such other Galleries of Wisdom and Learning. The inauguration of Scout Troops, Cub packs in every school, scouting being made a regular part of the life of the boy at school and similarly "guiding" for the girl at school (i.e., to say let there be no school boy or school girl without also being a scout or guide) is a desideratum and I hope we shall be able to make some progress in this direction.

TEACHING OF RELIGION.

I must not omit to refer to the necessity for religious instruction in our schools. The difficulties usually put forward for not enforcing it are more imaginary than real. The neutrality of the Government in this behalf is not inconsistent with their proclaimed policy of noninterference in matters relating to religion except where religious feuds threaten to involve breach of the tranquillity and public peace or tend to promote religious hatred. I think that if religion is made a subject of study in our schools, and universally free compulsory education is adopted, there will be no longer any riots or disturbances in the name of religion. I will even go so far as to suggest that the teaching of the essence of all religions, the fundamental principles of all faiths that there is one God and that each of us contains within himself or herself a spark of that Divinity will make not only religious toleration but also respect and

regard for one another's feelings and thus eventually lead us to a realisation of the essential brotherhood of humanity without distinction of race, creed, sex, caste, or colour. It must be easy for you to resolve upon a practical scheme of combining the moral instruction class with a systematized course of religious talks—something like the Universal Text Book of Religion and Morals which contains quotations from the scriptures of all the religions of the world.

SERVICE CONDITIONS OF TEACHERS

There is another matter on which I wish to express my view. I am in accord with your demands for better pay and more secure service conditions. It is very desirable in the interests of the teaching profession that there should be no wide disparity between the remuneration of those employed by private agencies or local boards. I am confident, that with better times before us, you may not have to wait long until we are in a position to undertake the provincialisation of the educational service and the necessary legislation being enacted for the formation of a Council of Teachers on the same lines as the Bar Council, Medical Council and Institutes of Engineers.

WORKING HOURS OF SCHOOLS

Before I conclude, I desire to place before you another suggestion regarding the working hours of the schools and colleges. Do you not think that our climatic conditions require that we ought not to impose any mental or intellectual strain on our boys and girls during the hottest part of the day ? The strain on your energy is no whit less than that on the pupils and therefore I would like to have the hours of work changed from the present system of 10 to 1 and 2 to 4 or thereabouts to 8 to 11 in the morning and 3 to 5 in the afternoon. I am conscious of hardships which the pupils and the teachers may be put to, *viz.*, the distance they may have to cover for going home for their food in the hot sun or rainy weather and I have a solution for remedying them. Why not we devise a scheme for serving the mid-day meal to the teachers and the pupils in the schools ? They may all come to school after finishing their bath and breakfast early morning which is an excellent habit for keeping up their health. Further there is the advantage of an interval of four hours between the forenoon classes and the afternoon classes when opportunities are available for the teachers coming into closer contact with each of the pupils—a kind of tutorial system within the school which is not literally a residential one, though, in actual practice, it will fulfil the same purpose. I am not aware whether this suggestion was tried anywhere and pronounced to be a failure or an

impracticability. Perhaps the real difficulty will be in discovering a method for the supply of the mid-day meal at school. But where there is a will there is a way and even if otherwise, the proposed system of change of working hours is likely to yield better results than now. Of this I am rather hopeful in so far as it affords an interval for the teaching of various additional subjects which I have indicated. It behoves your conference to investigate into the possibilities of how best to carry out this " New Deal " in our education.

CONCLUSION

Friends, I am very thankful to you for the honour you have conferred on me in asking me to be the Chairman of the Reception Committee and thus giving me an opportunity for expressing some of my thoughts on the problems which you are going to consider in the course of this Conference. I have always cherished great regard for the members of your noble profession. Our Committee has made all arrangements for your comfortable stay here and if there are any omissions which may cause you inconvenience please try to bear with them. We have assembled here for a noble cause with high aims and aspirations and that purpose is enough to make us feel happy and pleasant throughout our deliberation.

Let me now request our President to open the Conference and lead us onward !

MADRAS PROVINCIAL EDUCATIONAL CONFERENCE TANJORE

PRESIDENTIAL ADDRESS

Mr. Rajagopalachariar, who on rising was given an ovation, then delivered his Presidential Address extempore. He said:

" Mr. Subbaraya Chettiar, Mr. Mahadeva Aiyar, Mr. Sabhesan and others,—

I am not only much flattered but really very glad to accept the honour you have bestowed upon me. This is a gathering, so far as languages go, of all South India. I have not been able either to learn myself or to persuade others to learn the language which should properly be the medium of communication at gatherings of this kind, namely, Hindustani. If I spoke in Tamil, I would speak easily and volubly, but many persons in the audience would be unable to understand quite easily. So also if I should speak in Telugu or Malayalam, large numbers among the audience would not quite appreciate it and so I am speaking English. But it is quite an improper substitute for what should have been Hindustani. But, however improper the substitute is, it is one that now passes as convenient. So I forgive myself and I ask you also to forgive me in that respect.

Many speeches were made to persuade me to do what I have already agreed to do, namely, to preside (Laughter). I wish those speeches had been made in the respective languages of the various provinces which they proposed to represent. The programme has been so arranged, the programme of proposing me to the chair has been very thoughtfully and carefully arranged so as to represent the various parts of the southern country to which we belong and if we had a symposium of Tamil, Malayalam, Telugu, Kannada and the like it would have been a beautiful thing. The subject was familiar and needed no fresh elucidation and if the persons who understood each particular language had followed it, it would have been quite enough and I could have followed up in English because I had to represent all, whereas they had to represent only each his particular portion. That is a good idea but that is for future conferences.

Mr. Subrahmaniam referred to the demand that I made for courage and readiness to take risks. I am not dealing with that subject at pre-

sent but that reminds me how couragious the Chairman of the Reception Committee has been. He has not only accepted the honour on this occasion of presiding without nervousness such as I suffer from, he has delivered an address which ranges over the entire field of education and has given advice with a readiness to take risks and a courage which I admire. I do not think that I shall ever be able, in spite of my willingness to take risks, to gather so much courage as to offer advice on matters of such grave importance and such particular concern with your profession in the presence of such a gathering. But he is a Congressman trained in the art of courage and taking risks whereas I am always so much of a Congressman that I represent generally the opposite side and I would hesitate to talk on matters of this nature before a representative audience of experienced experts such as you are. I am not disliking the manner in which he dealt with the situation. I like it. But I am only apologising for my not being able to follow him in the same manner. If I do follow him I would endorse all that he has said. I wish he had printed only half the address and given me the other half. But not content with what he had printed, he had added something. He has dealt with the entire subject and I need not, even if I wish, add anything to the matter at this stage.

Even when your organisers wrote to me to accept this honour and this onerous duty, I wrote at the outset and asked them whether they still wanted me because I had received the offer after the elections and before the meeting with the Governor. I do not quite remember whether I accepted it then, but I certainly put this query after I left the Governor's house, "Whether they would still want me." It was not mere cynicism that made me ask the question. It was a serious question and I knew that you were concerned not only with the ideals of education but as a Guild of Teachers you were interested in so many matters in which the Government had a voice that it would not have been a bad thing for you to have addressed your invitation to a real Minister and got him committed to this and that in the course of your conference. I would have done so if I were one of you (hear, hear) and therefore when I found that I was not the *de facto* Minister, you were entitled to change your decision in regard to the matter. But you followed the usual practice in the world. You pay more attention to an expectant heir than to the man himself. I do not agree at all yet whether Mr. Sabhesan's overtures are so entirely disinterested (laughter). I do not think even now that you really address yourself in that disinterested manner to me. Here again I say it is not cynicism it is an allowable plan in human life that you should attempt to get commitments made by persons who are likely to become Ministers also and persons who are, even if they do not become Ministers, likely

to influence the Ministers. So, as a man of the world I appreciate your trial and attempts in this direction to get as much of commitments as possible secured in regard to matters in which you are deeply interested, either from those in power or from those who are likely to be in power directly or indirectly.

I like understanding things plainly and put them before you for it is always the wisest thing to be absolutely straight even if it should mean much revision and self-examination. Let me at the outset thank you because you have given me an opportunity to have a complete holiday from usual activities. I made it a point that no friend should come to me on political matters these three days. Having accepted the engagement, I think of making the best of it. Let me have a holiday for full three days in your salubrious climate. I do not mind that it is rather warm now because I am a child of the Sun and I can stand heat. There is no need for me to go to the cooler climates. But a tired man does want rest which is available always when you change your occupation. And so I thought 'Let me have these three days entirely occupied with matters wholly different from my usual activities' and I requested friends to co-operate in this matter. So you give me by your programme of three days' work here that complete rest and I thank you therefore for it and I do propose to immerse myself altogether these three days except for short period of personal attention in the morning and at night.

Very important statements were made and I have been asked to deal with matters in the preliminary address. I wrote to the organisers who wanted a printed copy of the presidential address, that I did not think I was qualified in any manner to give a lead to this conference. I have not been a teacher. I have paid no unofficial attention to it in a manner which should entitle me to give advice or give a lead. I have accepted the honour because you have asked me to do so. It is the fashion for people to go to people like me, if not better people, to preside on these occasions. You have done it and I have agreed, but do not expect me to be so presumptuous as to straightaway tell you: "Do this or do that" or guide your deliberations beforehand. I shall guide your deliberations alright. I have enough experience for that and at the end of it, after I have listened to all that you have said, after seeing all the proceedings and watching and understanding the resolutions you have adopted, I should be able, I imagine, to give you the benefit of my impressions and even my views and my advice for such use as you may put them later on. But do not expect me to give a lead. Well, this was and I still claim is the right course to adopt for one in my position. Therefore do not expect me to make a speech. Then some one said it

will be a great disappointment to many people who come expecting something strange and new from me, and they come from all parts of the Presidency and it would be a disappointment to them. I answered that it was only a question of making a proper announcement that they might be prepared for something from me, fix the time and hour and then they would come, all of them, who have that bent of curiosity, to come at that particular time and then see what I have to say, and they need not therefore be gathered together in that state of mind at the outset. But I do not think the organisers were able to carry out my plan. I had permitted them to publish that letter of mine so that they may not be put to blame. I do not think they have published the letter. Courage and risk have to be taken (laughter).

The normal fashion in these conferences, copied as they have been from the Congress programme is to have a Chairman of the Reception Committee and to have a written speech from him, to have a President and another longer speech from him and all of them trying their patience all the time. Then they disperse. They form a Subjects Committee, heated discussions and hurried resolutions follow. Then the resolutions are placed before the conference in open session and passed with as little debate as possible and then published. Therefore, the organisers were afraid to take up my suggestion. If you had taken the Director of Public Instruction as President or any other senior officer in the Department that was available, or an experienced or retired Headmaster or Principal or a Vice-Chancellor of some University, you could have expected from him a lead but who am I to lead ? I am still learning some languages and I badly want teachers myself. There is no propriety therefore in my attempting to give a lead. However, you will have plenty of remarks from me at the end after seeing the whole thing, if I continue in the same state of mind, that is to say, if I had the vigour enough, if you don't tire me too much in the course of the proceedings. It is possible I shall be able to tell you very many things at the end.

However, you have given me food for thought by the various speeches by which you proposed me to the chair. I shall deal now only with the Dominion Status business. It is a phrase now popular because it reminds people of the quarrel that we have had with the Government, of assurance and status, Dominion Status and Independence and the like. I think rather that instead of your aiming at Dominion Status, you go a step in advance. I should think that it is not enough for experts to claim Dominion Status or even independence. What do these mean ? These things mean that you should be left to yourselves, nobody should interfere with you. You should have the right to call for

payment; you should have no duty to accept any suggestions or programmes forced upon you. Only money should come in like the water in the river. The water should flow down, never should flow up. That is the Dominion Status or Independence. On the other hand the uneducated, illiterate mob that rules the country or their representatives even, perhaps in a different sense, who are also illiterate in a way because they are not highly educated people, those who sit in the Legislatures and Councils, are more or less illiterate people. They have no interest in education. They think that education is a luxury. That is the attitude they take. They do not believe in having to pay and having nothing to say about it. They want to say something. I say there are many catches in this plan of Dominion Status. If you really want Dominion Status you should raise all money by school fees. The nature of your work should be so good that all your expenses will be met by parents without the bother of the Government. There is no Dominion Status unless you pay for it. A certain amount of illiterate interference in educational matters by the Government will have to be tolerated.

But what you claim is the claim of the expert, to advise. It is quite right and proper on your part to say, "We are men competent to advise, we know the business, we have experience, we know the history of the business. You come and go as a pendulum swings in the political clock, without much experience in the profession to which we belong. Therefore while you have the right to control because of the necessary evil of democratic government we have the right to advise and you should be governed by this advice." Do not apply this theory of assurance because the two are entirely different.

What you should realise is the status not of the Dominions or of the Free State or of an independent kingdom. You should aim at the status of the Gods as mentioned in our ancient Hindu Religion. The story is told in the Kenopanishad about how all the Gods derive their power from the Universal Spirit. Every teacher should feel he represents the whole State. You might realise that status even in the various professions. The teacher should not imagine that he is an ill-paid, inefficient servant of the State, that he is an inferior being. Do not have that inferiority complex. You should realise that you represent the State in the department that is allowed to you. At the same time you are one in the State and you should not be quarrelling with them. You are part and parcel and identical with the State. That is the status, the divine status of identity with all, that you should realise and aim at.

I do not think, friends, therefore that you will refuse to forgive me if I do not propose to say anything more on this preliminary occasion.

I shall reserve all my remarks for the last day and for the concluding address. At present I should advise the organisers to proceed with the business. There are a few things to do. The conference has to select a Subjects Committee, I suggest a few minutes may now be spent for the formation of the Committee. I propose to sit with the Subjects Committee also if you will permit me and we shall consider the draft resolutions. Many of them are ready, I understand. Therefore the Subjects Committee has enough work to do to discuss, amend and pass the resolutions and prepare them for the first open session of the conference. The organisers have been kind enough to send me sufficient literature pertaining to the conference. They have also been kind enough to send me copies of their magazine, the last issue of which contains the draft resolutions passed by the Working Committee of the Teachers' Union and when I ran my eyes over those resolutions I saw there was enormous amount of work to be gone through.

Continuing, Mr. Rajagopalachariar said: " I may tell you it is an old fascination for me, this teaching profession. Ever since I remember thinking on any subject I have been desiring to be a quiet little teacher somewhere in a small school. That has not been possible except for a few days in the Ashram at Tiruchengode, where I had been an elementary school master also. I was conducting a school and it was a delight. But it was not open to me to continue in that way. Further, I may tell you that years ago, I think more than 25 years ago I took considerable part in an educational conference that was held in Salem. I do not know if some of you remember it. Mr. Kershaw presided. I do not remember to have taken greater interest in education since than I did at that time. Then again as soon as I returned from Amritsar I presided over an Elementary Teachers' Conference held at Srivilliputthur. I have thus a great deal of interest in teachers' work and my political friends need not imagine that I am in strange company. I do hope that you will get through the deliberations efficiently and in a business-like manner and whenever I say a thing may be dropped you will all co-operate and drop the matter, because a great deal is done by not doing many things than by doing. It is possible to pass hundreds of resolutions on every possible subject under the Sun but not possible to carry them out. It would be very wise if at each conference we adopt only those things which we think we could see through. There are certain things which we always keep before the country by way of agitation, certain things which we carry through immediately. Emphasis should be laid on the latter. Saving waste of energy is the secret of success in deliberations like this.

CONCLUDING ADDRESS

"The duty of saying a few words has at last to be performed. I am sorry the Reception Committee Chairman is not here. All of you friends, ladies and gentlemen, teachers and volunteers, I am extremely grateful to you all for the not at all long but all too brief period of friendly intercourse that we have been fortunate enough to have had during the last three days. It is not easy to get so many friends together to be with you. I therefore consider myself very very lucky in having been in your company these three days in so much love and good feeling and consideration. In the world we do not find so much good feeling and consideration always to surround you. Therefore it is I greatly appreciate this experience. The time of parting has come and I am not speaking a mere conventional platitude when I say that I am really very sorry that I am going away from you all. For many of you also it must be a sad moment because I am sure that you must have cultivated new friendships during these three days and revived old friendships and you must be finding it difficult to part now from one another after this meeting.

These conferences are always (either political or educational) like this: they give great joy and glad experience and then the hour of parting comes and great pain has to be borne. I am in that position now. Getting over all this feeling, let us try to think a little. These conferences are a great education in themselves. We are an educational conference. But looking at the conference objectively, the conference itself I feel is a great education. The organisers get a very grand opportunity for putting to test their executive capacity and their ability to conduct business quickly and to the satisfaction of numerous people. The volunteers get first class education. It is neither elementary nor secondary nor collegiate. But it is very essential. I would say that it is the essential education for life, which our people used to have in ancient days but which has been very much neglected in latter days on account of the confusion of various cultures and which we get again on occasions like this when volunteers have to look after so many people, so many guests from different parts of the country. The arrangements made are, I believe, perfect. But the people must be looked after without any complaint. The volunteers are hard put to it I know but I am exceedingly pleased with the work they have done and to them it must have been a very good education. They do not get it even on the play-field, I can say to Dr. Andrews. There is no doubt that the education they get on the play-ground is valuable education which they do not get either in the lecture room or even in the laboratory but this sort of help at conferences is something

even superior to the facilities people have for educating themselves in the art of looking after other people. When thanking the Reception Committee reference was made to food arrangements. I can give personal opinion that the food arrangements were very good. I cannot tell you how much difficulty it means to give food without sand in it. It is not a trifle, let me tell you, having experience of many congresses and conferences, it is not so easy as it may appear to you. You cannot get clean good and satisfactory food as easily as you might think, putting only your wives to trouble and not knowing anything else (laughter). Having had the advantage of participating even in the food arrangements I must give my testimony for that also. It was said that the organisers lodged the delegates in various parts of the town. It was a slight inconvenience, no doubt, but it has its own advantages. Usually in political congresses and conferences I have always felt it was a great drawback that all the people were clubbed together in the same place in an artificial city, so to say raised for the occasion, so that they do not know the place where they have come to. They only know the new camp. They do not know the peculiarities of the people. They get their own cook, their own food is supplied to them, they spend an artificial life and they hardly are led to feel themselves in a new place. It is not a very good thing. But here I am glad that circumstances compelled some of us delegates to live in various parts of the town so that at least they may know how far the places are from one another, instead of simply making them think that Tanjore consists of a few old walls. But it would have been better if the Reception Committee had been compelled, of course by circumstances, to quarter our delegates, groups of delegates with friends in the town instead of giving them vacant houses and looking after them. It would have been even better if friends could have been got and our delegates quartered upon them according to the capacity of various friends. Then they would have new friendships, new acquaintances, they would have seen the men and women of the place and seen what Tanjore hospitality is and all that. It would have been an education in itself, culturally and geographically, an addition to the geographical knowledge of men and places instead of having been a sort of moving camp, an educational conference moving from place to place. If the Reception Committee had quartered the delegates in different places it would have been an education in itself. I hope this will be done in the future at least wherever it is possible. It will greatly reduce your expenses, let me tell you and it gives pleasure to the giver as to the taker. There are people who really are very willing to take particular guests belonging either to their own profession or to status or due to some old connections or memories or it may be even a matter of honour and privilege sometimes. If you

distribute them properly with a sense of proportion and worldly wisdom you will really lower the expenses a great deal and have a lot of money and give pleasure to the people also; thereby you hold the conference not only for yourselves but you take in all your friends into the conference so to say. They all feel they have done something for the conference, they have participated in it. They take interest in the affair, they make observations, they talk over matters and the discussions in the conference, so that youngsters, housewives, children and all take interest in the business. There is considerable advantage in that arrangement. I hope it will be tried to the great advantage, pecuniary as well as educational, of the conference.

Talking of Geography, I was very pleased to see a booklet published about the Tanjore district, describing places of interest there. These booklets are very useful by-products of these conferences. This is real geography in connection with this conference. In that connection let me say what is perhaps very stale for you educationists but for laymen like me it is still a matter of interest. The schools, the teachers and the students in every district should make it a matter of pride and particular duty to know accurately and fully the entire geography of their district, fully and not merely as part of the world geography that they study in school but directly as a peasant knows his village. This culture the students and teachers should know, whereas to-day unfortunately my experience is when I go to any place, the literate and the so-called educated man knows least about the geography of the place. If I want to know where a road lies, I would be better guided by a man who is not educated than by a boy who has obviously gone to college or school. He will have to go round and enquire and then tell you second-hand or third-hand whereas the man of the place, a cultivator or a labourer, tells you how far a place is; of course the distance he might say might vary from the actual distance, but the direction is all right and the place is all right. Students ought to know about the geography of their district. I have never gone to Europe and therefore I am giving you only second hand information about it. But boys in England, if I am correctly informed, and boys in other European countries know completely the geography of their country or district and they do not wish to depend upon books. They actually go and learn by their own personal experience the distances and the topography of their arenas. The teachers and boys should know these things as a matter of course, so that when these conferences are held in a particular district, the local teachers and students could take groups of visitors for excursion to important and interesting places in the district. It is not everybody that would want to hear discussions. A conference is a whole thing and persons are permitted without offence to take particular interest in par-

ticular matters. And particular groups could go and visit the shrines and places of historical interest and other particular places. For instance if you go to the Ceded districts it would be absurd if you return without visiting the ruins of Hampi. So also here in Tanjore you have the great Rajarajeswari Temple. But there must be guides. You must not always be dependent upon books. That is not easy to be got by books. It would be a pleasure if teachers and students divide themselves into parties and take various groups to various places. The conference should not be merely a three-day affair. It should really be a retreat for a week and you must spend three or four days on excursions All that would be great education. Please remember that conferences should cover grounds other than merely discussions over the grievances and curricular changes. They are important and real, but these other things add educational value to the conference itself.

I was very pleased to see the geography exhibits. I am only sorry that I was not able to sit at the sectional geography conferences on account of the conflict of various engagements, much as I tried to attend everything everywhere. It was not possible for me to get to the Geography conferences and I do not know how much matter of interest I lost there, but the exhibition was very good in that department and I was exceedingly pleased to see it. The exhibition was very good all round. But the Art side was exceedingly good. I won't, however, make invidious distinctions. One thing I may, however, remark. It was more an exhibition of the creative effort of the various schools than an exhibition of educational method. Maybe the exhibition could include more of educational method than instruments of educaton. More people take interest and help but I do know how few people come to help in time. I know the difficulties of the organisers. You write letters and reminders. Till the last moment you receive replies and I know of some things lying in the railway station and you will have to pay demurrage later on! (laughter). It is a very difficult thing; at the same time we must exercise our best efforts and patience and tact and get the exhibits. That is the best and most important part of this conference. I wish I could spend more time there but though I went twice round, the hurry of the crowd is not exactly suitable for going round a place of educational value like that. Still I hope many of you had time to get the full value out of that exhibition. One thing, however, I saw which I must exchange with you. Word building formed part of the exhibition in the Child's Department, I think. It seemed to me it went quite contrary to what Mr. Kuolt referred to in his paper, which latter represents the correct attitude if you will allow me to give an opinion on the matter. Synthesis is not the natural way of the child. The child takes the whole word, whole phrase and perhaps the sentence,

The sound is earlier than the shape. Hence the exhibits that were shown were quite contrary to the proper word building educational plan. Attention should be drawn to this matter.

I can never forget the discussion over examinations. This conference has left a deep impression on me with regard to examinations. After all, every conference has one subject. It is no use your packing too many things into your conference. We want everything. That is a wrong method of having conferences. We want everything thorough. Some latest grievance of some particular official employed in the department must be got through is a very natural feeling because we get very few chances for expressing our difficulties and we must get through somehow or other. But I tell you as a man of experience that all these things really reduce the net result to a fraction. The more subjects you pack into a conference the less is the value of each particular achievement. If you stick to a few things and get a solid backing and agitation behind those few things, you get great value out of it. Whereas if each particular subject fights its way on a particular platform, put together it gets a huge appearance but its value is very little. In that connection what remains deeply engraved in my mind is the quarrel over the examination question. It is a very good thing. *Do not imagine that the subject was disposed of one way or the other.* Let me tell you that the Fort has been breached by the proceedings that have been taken here. Those who stand for the demolition of the examination incubus have succeeded because the sacredness of the examination has been removed. You have pulled it to pieces here and the thing will crumble in the near future. There is no doubt about it. The Tanjore Conference has really taken the life out of it and though it may no doubt go on for some time it could only do so with a very apologetic existence, let me tell you. Persons who voted for the continuance of the examination system did so not because they respected examinations, not because they liked them, not because they thought it was doing good for the people of the country but because they scented a danger in a change of that importance in transitional circumstances like this when they could not see how relative disturbances might do more harm than good. It is a sort of conservative terror that prevented them from a step like this of first-class importance and that is the psychology of it. It is quite correct. Life consists of both forces, the force of progress and the force of conservatism. Both must be there for the proper education of life. Therefore it was not a hasty fanatical resolution if it went one way or the other. It was a well-considered decision by a body which felt the responsibility of the thing. It was not of a revolutionary and unthinking body. There was conservatism as well as go-ahead feeling in the body that met together. If you counted individual views as important it

was equally divided. If you counted associations as more important, you have 27 against 54, fairly tough. In course of time you will see the former growing quicker and the latter steadily remain there. And that gives you therefore scope for fighting this evil if you think it is an evil. People were anxious to know what my own view is. *There is no difficulty in my saying examinations are no good at all.* They are at best tolerable evils. Every test is like that. A test is a fundamental attack on truth. It is a sign of distrust. You are trustful enough to hand over numerous boys to a teacher and a headmaster. You have all sorts of rules to regulate his conduct, and his qualifications are fixed. You are not satisfied with ordinary school examinations. You take them over to departmental training schools, give them hard and fast rules. You set papers to students to show he is alright and month after month the ability of the boy is tested and he is treated like a miserable thief every day. At the end of it all the boys have to be examined. By what way ? All the boys are put the same questions and they are taken in a feverish anxiety to a particular table and write answers; for the first time they go through an experience like that. Even grown-up people do not show their personality on such occasions. Examination is a hard thing. The tender boy is made to answer papers and the papers are examined somewhere else and the examiner, poor man we do not know his condition. He has got his own domestic and other difficulties. Nobody knows in what condition he is. These examiners correct, twenty papers sometimes, thirty papers at other times and in many odd ways. Everybody will agree that the certificate of the headmaster and the staff who have personal touch with the boy is more reliable than the result of an examination. (hear, hear). *The only thing is, do you trust those people I think you are bound to trust them. If you trust them for other things you must trust them for this also. There is an end of the matter.* Supposing you give up examinations. There will still be some system of examining the progress of the pupil. *It will not be as if the headmaster assesses the boy's capacity. There will be some proper healthy system whereby week after week and month after month the performance of the pupil is tested. It cannot then be that influences are brought to bear upon the headmaster week after week to say that a particular pupil has done in a particular manner. The record cannot be tempered with by personal influences. Once you abolish the value of the examination, the whole record becomes important and it would be a reliable and correct picture of the boy's progress.* And then the utmost dishonest trick that can be performed upon us is that at the end instead of saying that the boy's conduct is unsatisfactory it might be said it is satisfactory, and vice versa, or something could be said. Nothing more,

As far as I can judge from the proposals I see that the University will conduct an examination before taking a student in. The Service Commission also holds an examination for Government service. So that a headmaster does not get any advantage by saying a thing other than what is true in respect of a student. If a student does not want to go to the University, instead of having a 'failed' certificate against him he can have a decent certificate with him. Do you grudge it? There is no harm in it. Examining it from the practical point of view I think there is no need for an examination at the end of the sixth form, and where there is need, the examinations are there. The University will claim to examine the entrants to it as also the Service Commission. The private merchant also examines a boy from school before taking him into his service. So that there are examinations all through. Nobody refuses to have examinations that are necessary. But it is this additional infliction, the S.S.L.C. Public Examination, that is proposed to be removed. So I am very strongly for the removal of the examination. The time will come, I assure you, when this examination if it is unnecessary will go. It does not depend on the votes of the people. You have really cleared much ground by this discussion and if truth is on your side you will win at the end of it. I wish the S.I.T.U. will do all it can in the matter.

In all departments trust begets honesty; dishonesty, tricks. *Therefore let us trust the headmasters and you will find that the headmasters and teachers will realise their responsibility and bring about a satisfactory state of things even without examination.*

While this question of examination has left a deep impression in my mind, what has left great satisfaction is two other things. One is the adoption of the mother tongue as the medium of instruction in non-language subjects. Not that you have adopted it. You have now passed a resolution. I know we have passed similar resolutions many times before but I think there is greater reality in the adoption of the resolution every time. There is greater and greater reality each time you adopt it and this stamp of approval that the conference has put upon the adoption of the mother tongue as medium of instruction in non-language subjects is a very good thing. Much has been talked about wastage and stagnation. But more than all that wastage is this continuous minute after minute wastage of using a foreign language to teach things and using the end as the means instead of the means to achieve the end. It is as if God exists for the priests and not the priests for God. That is what is being supported by those who stand for English in order that it may be easier for you to go to higher studies, where too it is a necessary evil. I do not mean to say that there is not

much to be said and to be considered in what Mr. Patrachariar and Mr. K. Natarajan and many other people say and there is a strong school for it, yet. But they are declining. But I admire their courage. It is an education in itself. I like the idea that people of that school also stand up and come before us. That is the way to progress, to discover truth. It is not by being overwhelmed by public opinion that truth can thrive. We must have the courage to stand up for views which are not popular and press truth for all it is worth as far as it lies on one side or other and then only we could achieve things. And then the mother tongue gains by these discussions. It does not lose. Till it finds its place, I want this fight and not merely resolutions to be passed, all too easily. It is much better we have troubles. That is the test of the coming events. The greater the difficulty, the greater is the chance of a thing contending against that difficulty becoming a reality. Just for an illustration. The British Government fights us very much now. It means we are getting the thing in fact. But when you pass big resolutions and they do not oppose it, it means we are not doing it properly. The opposition to the mother tongue, the more severe it is, the greater is the certainty of our getting it in its proper place.

The second thing is that I am very glad you have adopted a resolution that Hindustani should be a compulsory subject in some stages of the child's education in South India. You have rightly fixed the stage between the ages of 8 to 12, a very proper age for learning a non-mother-tongue language. Of course the mother tongue should be learnt even at the age of 1 and 2 as school learning for that should begin very early. But the second language should be learnt not at too early a stage nor at too late a stage and you have fixed the middle school stage very rightly and I hope and pray that it will be given effect to very soon. It is a compulsory course. It would be absurd for the people or the educational authorities in South India to think that they have done much for Hindustani by making it optional. It is a double disservice. You cannot neglect your mother tongue. You gain nothing by substituting Hindustani for English, Sanskrit or worst still Mathematics. It is like substituting mango for rice or chutney for curds. Both are necessary and you cannot have substitution. A little knowledge of Hindustani is all that is wanted and that must be provided compulsorily. What you have done is the best thing to do and I hope it will be given effect to in course of time. I have no doubt that in our own interest it must be given effect to. Without that, we cannot take our proper place in the councils of India either in politics or in trade or business or employment. If you begin and make it compulsory I say that within the next five years our boys will be everywhere in India finding employment in trade and business all over India and the people

of Northern India will say: "Please don't learn Hindi." That must be the consummation which I want our South Indian boys and girls to reach. I think we have laid a good foundation for it.

Then you have overhauled the question of the secondary school course and the elementary education plan and you have passed comprehensive resolutions on both subjects of great importance. No educational conference would be worth the trouble unless it offers comprehensive expert advice in respect of these matters. You have given very careful attention to all points though you have here and there shown a bias more in favour of employment and grievances question than on the curriculum itself and the plan itself. But that is only a question of proportion. You have dealt with both aspects of the matter. You have dealt with the elementary teacher as well as with elementary education. You have dealt with the secondary teacher as well as with secondary education course and you have adopted comprehensive resolutions. I must congratulate the organisers on having achieved these two great things. I hope the authorities will really pay attention to these matters. The problem of elementary education is not merely a school problem nor merely an educational problem. It is a national problem. Here it is that all the efforts and the imagination and the skill of the statesmen of the country and builders of the nation will have to be brought into service to achieve this purpose. It is wrong for a nation to be illiterate. It is absurd for a large and ancient nation like this with a great history behind to remain in this state. Literacy is not a mere luxury. Literacy is a sense, a sixth sense so to say which is necessary so that you may have knowledge and a man is defective in these days if he has not got that. The trouble is how to organise it for this nation of thirty crores and over. The difficulty is very great, the subjects to be taught are not very easy and the time to be spent must at least be a few years. You cannot have all trained teachers for this purpose nor can you put it off till training schools and colleges have developed in strength and quality to tackle this problem.

You see, coming to that constable business referred to. A casual statement was taken over by my friend and he thought it was a slur on the teaching profession. When I said that the services of a constable also could be used for this purpose, I did not intend that my friend should understand it in the way he has done. I have spoken of this to other friends. I tell you what I have in my mind. Rural reconstruction and this elementary education go together. We must develop the village and elementary education is a part of that development work. How shall we do it is the problem. Provincial Governments are entrusted with that responsibility now. But they are robbed of all the resources that should be legitimately available to Provincial Govern-

ments. Money is taken away for military expenditure, money is taken away for Central expenditure of all kinds, money is taken away for land tax, money is taken away for Police administration and so on. Now therefore it is the business of the wise administrator who is responsible for rural reconstruction to get back all the resources available for the purpose and so to say re-steal all that has been stolen from him. Take for instance the question of the Army. I should like the Army to be all Indian soldiers and during peace time all these Indian soldiers should be rural reconstruction workers. During part of the time they may go through the drill all right but during the other part they should remain in the village, look after the village and take charge of the village school? Why should not a soldier do it? Why should he be a frightening personality? I tell you that the soldier is also a citizen and a properly organised Army should have properly qualified men who can act as rural reconstruction soldiers as well as war-time soldiers. Then it would be easy to make use of the services of these soldiers for five or six months in the year and part of the military expenditure will come back to us in a way. You need not pay for them. The Military Department will pay for them. Why should they not work in the villages? This, however, is a very impracticable plan. England will never agree to this. You can see what I mean with the policemen, if you only think of it. Why should not well qualified educated young men be police constables? They are paid well enough now. Why should such men, posted to small villages, remain always idle? Why should they not serve as school masters. In England the soldiers are friends of the people. They play with the village children. Similarly here the policeman should be a friend of the village. The villagers should not be frightened by him. They should see he is an ordinary man, and he does not always wear the khaki and the red turban but that he could sit with them and work as well as commit mistakes also. The policemen in towns have much work to do. But there are policemen in some villages who have nothing to do. They do something when a murder takes place or an offence is reported. They have spare time. Why should not they see to the sanitation of the village, the education of the school children and adults or attend to other welfare work. They are not imported from abroad. They can behave well. It is not my idea that illiterate constables should be appointed and these young men here (the teachers who are quilified) should be dismissed. What I meant was that the great problem of rural reconstruction should be solved by utilising all the resources that have been unlawfully taken away from us. In that way the handicaps we suffer from in tackling the problem of rural reconstruction in a huge province like ours should be removed. By way of example I put forward the Police. The village teacher similarly need not be

utilised only to teach the three R's. He could be utilised as a rural reconstruction worker. That is exactly what Mr. R. Suryanarayana Rao laid stress on in his paper read at the conference here.

My idea of rural reconstruction, my dream of it is that a good Minister at the top and a constable and a village teacher at the bottom can cover the entire area in the country very successfully and in all the departments of rural reconstruction. The doctors and the agricultural graduates are also rural teachers. There are many of them unemployed. The Agricultural graduates when they get out do not go to the land and cultivate. They only wait for a demonstrator's place. That is not the intent of the agricultural scheme of education at all. I do not blame anybody. Our condition is complicated and various things produce various results not contemplated by the original scheme. Anyway to-day I know there are many Engineers who have come out of the Engineering College who are unemployed, many doctors unemployed, many agricultural graduates who are not employed as they want to be. Why should not they all take this sacred work of rural reconstruction ? I am not simply giving advice. It is easy to give advice gratis, very difficult to maintain families but it is not right to imagine that the school teachers' job is low, poor thing, only for one kind of people and not for graduates and men with superior qualificatons. Just as a great Raja goes to the temple like the poor peasant, so also this rural education work is a thing to be taken up by all, irrespective of the degree of qualification which they have attained. A graduate who is unemployed should deem it a privilege and a matter of pride that he should take charge of an elementary school while he is not in some lucrative employment and if that is so, you will have a beautiful comprehensive rural reconstruction scheme. The agricultural graduates, the doctors the engineers and the lawyers could all take up this work. The Engineer could look after the roads. The lawyer might take the grievances of the people and relieve them from the oppressions of the local petty officials and teach them how to write petitions and so forth. When I was in the Tiruchengode Ashram for the first three years I was fully employed with reading the letters addressed to poor illiterate people of the village from their relations in Penang, Singapore and other places and drafting replies to them. I was helpful to relieve them from the exactions of the postman. A postman brings a money order for Rs. 25 sent by a poor man to his aged mother. The money is earned by the sweat of his brow by that poor man. The poor woman when she sees the postman bringing her the money order thinks that it is a gift from God. The postman demands five rupees as commission. The poor woman willingly parts with the amount. The poor woman does not know the law. If she complains she will be hanged. Nobody knows

about it. There are great many things like this going on in villages. Who knows the poor postman's difficulties. He is bothered by his postal inspectors. We do not know how he has been transferred from one place to another because he did not do something which the Inspector wanted him to do. I do not wish the blame to be hurled on anybody. But we must remove all this bramble and net-work of evil. We want well-educated courteous people of all kinds. I do not say you should all go back to villages. But you need not wait without employment and waste your life in town. You must take some noble occupation in a village wherever you are. Therefore if I were again an young lawyer and I do not have practice I would gladly go and live in a village and help these people. It will pay, I tell you. In that way rural reconstruction work can be spread among our people. That is hinted in your resolution on conscription. Twenty years ago, more than that even, twenty-five years ago, if you look up an old volume of *The Modern Review* you will find an article written by me. I used the same expression. I said we should have conscription for removal of illiteracy in the country. We must make it a rule that no graduate shall get his degree unless he has served six months in a rural school. Some plan like that we must have, just as the French people cannot get citizenship unless they have served in a particular colony.

Referring to the papers read at the conference, Mr. Rajagopalachariar said : Generally it is usual for persons who read papers at conferences like this to have their paper printed and to circulate them. Sometimes reading is necessary. But when there is no time we can take it as read. But reading has personal touch. For that purpose a brief summary should be made if the paper is very long. Of course when we begin with a favourite subject we want to begin with the history of it. But when you go to the bazar you like to purchase the fruit and eat it and not the tree which bore the fruit. The papers may be all right but it is the summary 'that' should be presented directly. The rest very many people know or by suggestion they get easily to understand. In that way I think we can make these papers very interesting and then after hearing the summary they will call for the paper and read the whole of it I give you this tip. The papers read at this conference were all interesting and instructive. All this is very good and does great credit to the organisers. I have to apologise for cutting down the paper on Religion, which was read this morning. It is a very important subject. I hold the view with the writer of the paper that religion should be taught in our schools. There are many difficulties in the way but we must solve them. But he dealt more with religion itself than with the question and the problem of how it may be introduced in class teaching. I am sure more papers will be coming forward on that subject. This

divorce between our religion and our education is not good. It makes religion bad, diehard and useless and it makes education bad, spiritless and all too secular. We must bring the two together. It is as bad as any other divorce. (laughter). We must somehow bring in religion. We have many religions in our country, many languages. All this has been dinned into our ears and we know it all too well. And therefore we cannot govern ourselves, we cannot get along to civilisation as quickly as other people have done. Therefore we must be governed by others and therefore any little rights of self-government that you should have must be safeguarded very carefully, provisions to prevent us from doing injustice to one another and from not being able to understand one another properly! So that somebody else has to watch over us. These differences serve as causes, I do not say excuses, for making a difficult constitution for us! whereas we should claim these differences should serve as causes to rightly shape the educational programme of the country so that the causes may disappear. It is no use saying "You are suffering from certain defects, therefore I punish you for all life for those defects." What should be done is that steps should be taken so to educate the children of the country that these differences will disappear. How will these differences disappear? By education. All quarrels arise from misunderstanding, nothing else. It was not intended that these religions should quarrel with one another. To-day we quarrel because we do not understand. Therefore it is right in schools children should be taught from the earliest age to respect other people's religions, to understand other people's religions and to be tolerant towards one another's religious practices. We should not laugh if a man bends his head in one way instead of another way. We should not laugh if a man raises the two hands up to a certain point and not up to a certain other point and puts on one kind of mark or another on his forehead. Children should be taught to understand and respect one another's religious differences. That can be done only in the child stage. Therefore it is necessary that in schools children should not be compulsorily in ignorance of other people's religions. I therefore welcome the idea that is growing that religion should be taught in schools and specially in India. The education of an Indian child cannot be said to be complete if he does not understand the language of a neighbouring province, the religion of a neighbouring community or the communities that live together there. Therefore I say a fairly accurate knowledge of the several religions prevailing in India and a fairly respectful attitude towards one another, these are absolutely essential to complete culture training that we propose to give in the secondary and collegiate courses. Therefore I am a votary and a supporter of the movement for the proper teaching of religion. It does not mean that schools should

be denominational schools. It is a cultural training. Just as you teach Hindi, Malayalam, Sanskrit or Latin, you teach Hinduism, Islam, Christianity and good manners and you shape the child properly. In that respect much work has to be done by you educational experts. You think it out carefully. It does not mean you must introduce it along with too many resolutions at the next conference. You must think it out, work out slowly, deliberately and then if you are able to arrive at a properly presentable formula you must give the benefit of it by publication so that people may have definite ideas as to how to deal with it.

Something was said of school gardens. The other day I was coming from Allahabad to Wardha in good company. Gandhiji was with me at the time. We were at a station. There was a beautiful garden in the station. Gandhiji told me, thinking that I did not know it, that these railway people give a prize to the station masters every year or periodically for the station that grows the best garden, a very good plan, he said. I said I knew it. In the Mysore State also they have a plan of encouraging the house-owner to develop a garden in front of his house. The public ground is not charged for encroachment if he takes it up for making a garden. He is actually encouraged to take charge of it and to look after it. He reaps the benefit of it, takes flowers and fruits and he is encouraged to take part in the beautification of the city. Gandhiji joked: "When you become Minister you will have a plan like that." I said: "Yes, we shall try."

The real teacher has a great field of work in this matter if he only wishes to do it. If he is a happy man he can do all this. Even small prizes are very much appreciated. If we have an annual feast in the village where the Tahsildar or the District doctor comes and gives small prizes even for clean house fronts, it will be a great fun. The prize of a basket or a couple of broom-sticks will add to the novelty of the business and we will all become a nation of friends instead of armed camps trying to deceive one another. The garden idea is very good. It reminds me of my childhood. When I was in the Middle School, an incident occurred which has left a most vivid impression on my mind. My Euclid was learnt under the pressure of prizes of pomellos. There was a pomello tree in the garden and there were plenty of fruits. The headmaster divided up the pomellos and gave them as prizes. I got most of the prizes but my tooth got spoilt. In that way there is great fun and joy in having a school garden.

Many such things can be done and this teacher's life has a great fascination for me. I wish if I am born again I am born as a village school master. It is good work, sacred work and in our country it is ideal work.

I must now finish my address. You have called me to preside over you. You must give me therefore the right to make one request of you. *I want you teachers to wear khaddar. I want to make that request as a memento that I presided at this conference and that we should remember it.* There is no objection to your wearing khaddar. Do you fear that somebody will come down upon you ? If so I want you really to raise your hands. (No hand was raised). Even if you fear somebody else will act wrongly, raise your hands.

A member in the audience : Khaddar is 25 per cent more costly than the other varieties.

Mr. Rajagopalachariar proceeding said : "Every one of you can wear khaddar and no harm will come to you if you do wear it. Then the question is that it is too costly. You know why it is costly. It is costly because we have decided to pay better wages to the spinners. Better means what ? We pay them two annas for a whole eight-hour day or nine-hour day of strenuous work, such as a woman spinner can put forth, sitting at home no doubt. But it is fairly skilled work. You cannot spin as she can. So a person who does that work continuously for eight hours should be paid at least two annas a day. That was the compulsion, motive that made us raise the price of khadi. Even without that increase in the price it is more than the price of mill cloth. If you are able to buy, I tell you all of you should wear it. Those who find it impossible, need not. I am not worrying you to buy. But I tell you you can all buy. You pay for too many pieces of clothing unnecessarily worn one over the other and in an unclean condition because you do not always wash your own clothes. The dhoby washes the cloths for you ; if he washes them often the cloths get torn. You need not have too many pieces in khadi. You need have very few. Instead of having half a dozen cheap pieces have only two or three khadi shirts and dhoties. Take this from me. Wash them yourselves. Wash them every day. Do not wash them once in three days. Do not give them to others to wash. Washing your own clothes yourselves is good exercise. Dr. Andrews will subscribe to what I say. Do not break the washing stone with the cloth (laughter) but learn to give the blow in such a manner that the cloth falls on its own weight. In that way you get the exercise and you also keep your cloth clean. It is recreation. Here again I am reminded of an incident when I was with Gandhiji. He was packing his own bed. Then I told him the story. In the early non-co-operation days on one occasion a friend of mine was with me in my office room when I was engaged in pasting envelopes. The friend asked me whether my intelligence and knowledge could not be used to better purpose. I then said that I cannot always be planning. I must

do something in order to be recreating myself. Do something useful and your intellectual machinery will get rest and change and get re-created. It will become all the fresher and your work will make your teaching improve. Have your early morning bath in cold water.' You will see a new difference. The boys will respect you the better. Do not ask the boys to wash your cloths (laughter). They will say 'yes' but do not be persuaded. Rather say "My young man, we must do our work ourselves." That will be education. That will be physical exercise. Then you will not cry for playgrounds too much. The whole world is an equipment for physical exercise. I am simply amazed at the idea of people searching for physical exercise. There is so much work to do. I abhor physical exercise. I dare to say it in front of many experts. I abhor physical exercises which are either not joyous or not work. But there are no doubt certain conditions. Supposing you live in Bombay or Madras you have no room for washing your clothes or you have no time, then you swing your hands and imagine you have got exercise all right (laughter).

But that is away from Khaddar. Why I referred to the question of washing was to tell you that khaddar will last by washing it yourself. You have to put it in the sun. The sun is the best bleacher and disinfector. Put on clean khaddar and then you will be a smart real teacher. When we see khaddar on you, our heart is all joy. We feel we have a friend, a fellow worker. The nation will identify itself with you. There is no use in asking me to preside over a conference like this and my entertaining you with all this when I see schoolmasters just as you are. Because I don't look at you direct, do not think I miss you. You know we have identified ourselves with this struggle for these so many years. Nobody will prevent you from wearing this permanent national flag on your body. **It is a permanent national flag and national song.** Spinning is connected with it. If you wear it, it pleases me, it pleases all of you. For all of us who are fighting for the rights of this country it would be a great pleasure if schoolmasters wear khaddar because you are in contact with the children of the land and it will spread. I shall ever remember this occasion and I hope you will remember this appeal of mine. (Loud and continued cheers).

MADRAS PROVINCIAL EDUCATIONAL CONFERENCE

TANJORE SESSION

A REPORT

The XXVIII Madras Provincial Educational Conference was held this year at Tanjore on May 6, 7 and 8, in the presence of a large number of delegates from teachers' organisations in the Presidency. Mr. C. Rajagopalachariar, Leader of the Congress Party presided at the sittings of the Conference on all the three days and conducted the proceedings. A great deal of interest was evinced in the discussions both during the Subjects Committee meetings and at the open session. Mr. Rajagopalachariar in his addresses made a stirring appeal to teachers to work for the removal of illiteracy among the masses. Sectional Conferences like the Geographical Conference, the Physical Education Conference, the Pandits' Conference, and the Educational Exhibition formed important adjuncts to the session and attracted numerous visitors. The Reception Committee left little to be desired in the arrangements for the convenience of the delegates.

Mr. N. Kuppuswami Iyengar of Trivandrum and Rev. Father Jerome DeSouza, Principal, St. Joseph's College, Trichy, delivered lectures on "Educational Reconstruction" and "Secondary Education" respectively on the opening day of the conference and on the second day Mr. R. Suryanarayana Rao of the Servants of India Society and Mr. S. Ramachandra Rao of the Annamalai University delivered lectures on "Teachers and Rural Reconstruction" and "Science in Schools" respectively. The following papers were also read: "The role of Agricultural Education in India's prosperity" by Mr. M. Venkatachalam, B.Sc., Ag., Kovilpatti, (2) "Partnership in Education" by the Masters' Association, Hindu Theological High School, (3) "The place of Religion in Educational Reconstruction" by Mr. T. A. Ramachandra Aiyar, B.A., L.T., Headmaster, Board High School, Ayyampet, and (4) "The end and aim of Elementary Education" by Rev. M. G. Kuolt.

Mr. C. Rajagopalachariar, President-elect of the Conference arrived at Tanjore on the morning of May 6, and was received at the railway station by the President and members of the Reception Committee and prominent delegates and was taken to the Conference Pandal at the Kalyanasundaram High School, in a procession with band and music.

After prayer, Mr. A. M. P. Subbaroya Chettiar, M.L.A., Chairman of the Reception Committee, read the welcome address.

INDUCTING THE PRESIDENT

In proposing Mr. Rajagopalachariar to the Presidential chair,

Mr. M. S. Sabhesan said: "In the unavoidable absence of Mr. S. K. Yegnanarayana Aiyar, President of the South India Teachers' Union, the task of proposing Mr. C. Rajagopalachariar to the chair has been entrusted to me. There is some appropriateness in my proposing him because I have annotated a remark which he is reported to have made to a member of the Reception Committee some days back. He is reported to have put a question in his own intelligent, and humourous way whether the Reception Committee still wanted him. What is the force of that word "still." With his usual generosity and directness, he was obviously anxious to make the point clear to the Reception Committee whether in the changed political conditions, the Committtee would still like to have him. He was naturally thinking that we had extended the invitation to him because we were expecting him to become the Chief Minister of our province. It is expected of us to give the

only answer and the Reception Committee did the proper thing in telling him that the profession has not yet become so degenerate as to go back. There is another point in the force of the word "still". In the changed condition he would like to ask us whether we would still have him in the presidential chair. That raised very many questions. (The South India Teachers' Union) as a Union has no politics, but none can say that the Union should not have regard or respect for the leaders who are trying to do their very best for the country. Therefore, Sir, I have very great pleasure in requesting you, on behalf of the teachers in South India, to occupy the presidential chair. There is one other reason in making this appeal to you. On the eve of elections, our Union desired to know from the various political parties what their educational programme was and how far they would seek the co-operation of the Union. We addressed a letter to the Justice Party, the Peoples' Party and the Congress Party and we received very quickly a brief and direct reply only from the Congress Party. Without going into details which we did not expect at all, the Congress Party assured us that it would be very anxious to consult the Union on all matters, educational.

Everywhere there is a feeling and even members of the Congress Party, including you, (Sir,) may feel that the teaching profession is the least paid and least respected, and least efficient. It is not for me to explain the reasons. The Congress Party which is determined to help the masses to earn, to live well and to have a share in the direct administration of the country will realise that there is only one problem, namely Dominion Status in the sphere of education. 'People like you, Mr. President, with a keen insight into things, will be in a very good position to help us just now and to indicate the goal and also to tell us what kind of preparation on our part will be needed.

Mr. V. Mahadeva Aiyar, on behalf of the Tanjore District Teachers' Guild, seconded the proposition. He said: "It needs but few words from me to second the proposal. Mr. C. Rajagopalachari is a great personality whose reputation has extended beyond the confines of our country. It would be superfluous on my part to speak of his many virtues and his many noble qualities. It is a matter of great rejoicing and most happy augury that we should have been able to secure his services. He is a man of very few words. He does far more than he says. I therefore request him to take the chair on this occasion and guide our deliberations.

Mr. A. V. Kuttikrishna Menon, President, Malabar District Teachers' Guild, said: "I have great pleasure in supporting the motion that has been so ably proposed by my friend Mr. Sabhesan and so equally ably seconded. I knew Mr. C. Rajagopalachariar long ago. On account of his transparent sincerity, his political acumen and wise statesmanship he has won the respect and esteem not only of the persons belonging to the Congress ranks but also of persons belonging to the opposite camps. It is an honour to the South India Teachers' Union in particular and to the teaching profession in general to have him here as the President of our conference.

Mr. C. Elisha, Headmaster, London Mission High School, Cuddapah: "I thoroughly associate myself with all that has been said by the previous speakers regarding the suitability of Mr. C. Rajagopalachariar to preside over our conference and the choice I believe is a right one and in the fitness of things. I think that a leader of our country as Mr. C. Rajagopalachari is, should preside over our conference. I have great pleasure, in the name of the teachers in the Ceded districts, to support the proposition.

Mr. E. N. Subramaniam, Secretary, Chittoor District Teachers' Guild: "On behalf of the Chittoor District Teachers' Guild I have very genuine pleasure to asso-

ciate myself with the proposal so ably moved and seconded. What has been a loss to the alleged autonomous Governments in the provinces has decidedly been to our advantage, because it has been possible for Rajaji to give three full days to us and to have intimate touch with the needs, aims and aspirations of the South Indian teaching fraternity. The presence of Rajaji in our midst to-day and in the two succeeding days is an assurance. Mr. C. Rajagopalachariar had said that we must always be prepared to be courageous and to take risks. I have no manner of doubt that " C. R." will serve as magic letters for our and coming generations, C. standing for courage and R. for readiness to take risks (hear, hear.)

MESSAGES

Mr. N. Kalyanarama Aiyar, Joint Secretary, read messages received by the organisers from the following persons wishing the conference success: Messrs. Nadimuthu Pillai, C. R. Reddi, S. Satyamurthi, G. P. James of Madura, A. Rangaswami Aiyar of Madura, K. N. Pasupathi and M. V. Ramanujachariar of Kumbakonam.

EDUCATIONAL EXHIBITION

Mr. K. Natarajan, Advocate, Tanjore, made the following speech in opening the Educational Exhibition held in connection with the conference:

" From one stand-point I thought it was desirable that an absolute layman as opposed to a gentleman conversant with educational activities should be invariably called upon to have something to do with this educational exhibition. I say this from my own experience because it was only after yesterday or the day before that I myself thought about the matter. For many years these conferences have been going on but except educationists and others intimately connected with it, the ordinary lay people seemed to take very little interest in it and perhaps their interest was only in the reading of the reports in the newspapers. You will see how a person like myself, fairly advanced in age, having fairly good acquaintance with life and manners and a smattering of education still is entirely in the dark about the several aspects of educational activities. As parents they owed a duty to themselves to take interest in such activities. An educational exhibition is as important as the educational conference itself. The exhibits indicate the efforts of our students, girls and boys, to have their urge for self-assertion manifested. To the anxious parent or guardian in these days of unemployment, it will indicate how the pupil is inclined, what are his natural tendencies and how he will develop as the future citizen. To the pupil himself it is an indication of his aptitude and in a way it will have an indirect effect in the solution of the unemployment problem amongst the literate people.

The organisers of the exhibition have the greatest pleasure in freely acknowledging the munificent donations from the Local Boards, the Tanjore Municipality and the Tanjore District Board. The Nicholson Town Bank has also contributed a munificent sum. A number of societies as well as individuals have sent in exhibits which have shown improvement both in quality and in number. Girls have contributed not a little to the success of the exhibition. The Lutheran Mission, and The Sacred Heart Convent Girls' School have sent in many excellent exhibits.

Mr. V. Mahadeva Aiyar proposed a vote of thanks to Mr. K. Natarajan and said that his consenting to open the exhibition was testimony to the fact that the teachers could get encouragement from the public provided they were approached in the proper way.

The morning session then concluded.

OPEN SESSION—SECOND DAY, 7-5-37.

The second day's session of the conference opened with the reading of a paper on "The Role of Agricultural Education in India's Prosperity" by Mr. M. Venkatachalam of Kovilpatti.

Mr. C. Rajagopalachariar presided and announced at the outset that the manager of the local temple desired to inform the delegates that he would be glad to receive them and show them round the temple.

The resolution on Secondary Education which was discussed the previous night at the meeting of the Subjects Committee was next taken up for further discussion and adoption at the open session. (*Vide* Resolution.)

EDUCATIONAL CONFERENCE—THIRD DAY, 8-5-37.

The session commenced at 8-30 a.m. with Mr. C. Rajagopalachariar in the chair. He announced the result of the poll taken the previous day on the clause in the resolution on the reorganisation of secondary education relating to S.S.L.C. Public Examination. The resolution, deleting that clause, was put and carried unanimously.

Discussion on further resolutions was then taken up. (*Vide* Resolution.)

After the resolutions were disposed of, Place of Religion in Educational Reconstruction was read by Mr. Ramachandra Aiyar. The conference was adjourned to 4 p.m. in the evening.

CONCLUDING SESSION

The concluding session of the Tanjore Provincial Educational Conference held on Saturday evening was attended by a large number of delegates.

Mr. C. Ranganatha Aiyengar of Gooty, Mr. Samuel of Voorhees College, Vellore, Mr. Syed Mahomed of the Madras Teachers' Guild, Mr. A. V. Kuttikrishna Menon, Dr. G. F. Andrews, V. Rajagopala Aiyar thanked the Reception Committee for the hospitality extended to delegates.

Mr. Guruswami Sastri next announced the awards and certificates in connection with the Educational Exhibition.

Rev. M. G. Kuolt, proposing a vote of thanks said:

To you, Mr. President, we are deeply grateful that you have willingly put so much time in this conference. Your presence and your personality have lent dignity not only to this conference but it has also added dignity to the South India Teachers' 'Union and to the entire teaching profession in South India. We appreciate the judicious way in which you have conducted our meeting and the way in which you have without fear curtailed unnecessary discussion which was carried on from time to time. We are happy that you have been willing to put yourself so completely into the problems which we have discussed here and that you have been willing to sit late into the night with us in order that we could come to clear understanding amongst ourselves in connection with the problems that confront us. We wish to apologise to you if during the discussion we have in any way tried your patience by any indecorous action. But we know that you realise, though we have come to boiling points very often, how necessary it is for tachers in a conference among themselves to have a safety valve for public expression. Your guidance has helped to bridge many serious gaps and therefore from every point of view we have every reason to be grateful to you for the good relationship which has existed among us in the past three days.

Mr. V. Mahadeva Aiyar: I do not know in what terms you as well as I feel overwhelmed with feelings and with emotion of thankfulness and gratitude. The

President has suffered very much for our sake. His patience must have been tried and the way in which he has tackled many difficult situations must have been a lesson to us all. How delicately he has handled situations, how mildly he has couched his reproofs! The masterly way in which he has conducted the proceedings it is beyond words to praise. It is in short a study in leadership.

Mr. Guruswami Sastriar proposed a hearty vote of thanks for all those who co-operated with the Reception Committee in regard to the work of the conference.

The President then declared the conference dissolved.

RESOLUTIONS DISCUSSED AT THE CONFERENCE

Mr. M. S. Sabhesan moved:

I. "*This Provincial Educational Conference expresses its opinion in favour of the reorganisation of Secondary Education on the following lines:—*

(1) *Secondary Education should have, as its objectives, (a) the Social Civic Aim (the pupil as a future citizen) (b) Vocational Aim (the pupil as a future worker) and (c) Personality Aim (the pupil with an individuality) so as to fit the pupil for life and enable him to hold his own as a citizen, a worker and a person.*

(2) *The future Secondary Course should, alongside of a literary course, provide for vocational training for those students who desire to take up a vocation without going to the University.*

(3) *The duration of the Secondary School course should be six years as at present, comprising a middle school stage of three years and a high school stage of three years and an extension of the secondary school course by one year taken from the University course is not desirable.*

(4) *In view of the heterogenous character of the Secondary School population and in view of the need for a wider diffusion of secondary education in our province, the existing secondary schools should be utilised as far as possible in any scheme of reorganisation and the diversion of students to courses for which they are fit be made at the end of the middle school stage.*

(5) *The course for the middle school stage should be the same for all pupils and then the course should branch into a Pre-University High School Course of three years and a Vocational High School Course of three years.*

(6) *The Pre-University Course of the high school should also comprise a compulsory group as well as an optional group, and it should be possible for every pupil to get a fairly good acquaintance with subjects of modern interest while getting a good preparation for the University.*

(7) *The Mother-tongue should be the medium of instruction and examination in all non-language subjects throughout the Secondary School course, English being a compulsory language throughout the course.*

(8) *Hindusthani, with the Devanagari or the Urdu script should be added as a compulsory language subject for the three years of the middle school course.*

(9) *Due regard being had to the heterogeneous character of the secondary school pupils, the standard expected in English and general knowledge subjects from students of the vocational section should be slightly lower than that expected from students of the pre-University section, the total load, however, being the same in both cases.*

(10) *The vocational side of the high school course should comprise a compulsory course providing for some liberal education and provision should be made to enable a pupil to acquire a decent standard in the selected vocational subjects.*

(11) There should be no public examination at the end of either the Middle school course or the High school course and in view of the serious defects of an external public examination it is desirable that students whose progress is certified to be satisfactory by the Headmaster, should be given a School Leaving Certificate which should entitle them to appear for any service or University entrance examination or to join training and technological institutions as the case may be. (This clause was not passed by the conference.)

(12) With a view to providing qualified teachers to work in the reorganised schools, vacation course should be organised so as to enable teachers to acquire additional qualifications and thus fit themselves for new lines of work and the training colleges should provide special technical courses for keeping up an adequate supply of trained teachers with technical qualifications.

(13) The following should be the scheme for the High School course:

(a) Vocational Side.—Compulsory group.—An Indian language, English, General Knowledge subjects, (Everyday science, current History, Geography and Everyday Mathematics.)

Optional group.—Any two or three of the following according to the nature of the selected subjects.—Shorthand, Typewriting, Precis, Co-operation, Book-keeping, and Commercial Arithmetic, Banking, Office-work, Mechanical Engineering, Electrical Engineering, Printing, Photography, Radio, Fine Arts, Music, Teacher-training, etc.

(b) Pre-University Side.—Compulsory group.—An Indian language, English, Elementary Mathematics, and General Knowledge subjects. (Everyday Science, Current History and Everyday Geography

Optional group.—Two from among the following subjects.—History of India and of England, Geography, a Third language, Mathematics, Physics, Chemistry, Biology, Shorthand, Typewriting, Book-keeping, and Commercial Arithmetic, Teacher-training, Engineering, Agriculture, Horticulture, Photography, Journalism, Office-work, Precis, etc.

(14) Technological Institutes should be started in select centres for the vocational students who have completed the high school course to acquire a higher proficiency.

(15) Steps should be taken to promote the health and physical fitness of pupils in secondary schools through provision of facilities for physical education and medical inspection.

(16) Secondary schools should maintain a school record for each pupil throughout his school course so that reliable objective data may be available at any time for giving suitable guidance to him.

(17) Two grades of text-books on general knowledge subjects included in the course of study for the High School stage should be published by the Union.

(18) The regulations regarding the methods of instruction, syllabuses, Tests, Portions prescribed for the several forms and so on, should while attempting to ensure uniformity of standard, be elastic enough to encourage schools to make experiments and adopt a forward policy.

(19) That the schools in a locality should work in a healthy spirit of emulation and should avoid over-lapping and come to an understanding with regard to the courses to be offered so that the needs of the community might be satisfactorily met.

(20) *In view of the fact that no idea of re-organisation can be entertained in the absence of financial provision, the Government should meet the net-cost, and the Department should have ample powers to co-ordinate the programme of studies in the schools in any centre so as to avoid overlapping and waste.*

(21) *Steps should be taken to improve the conditions of service of teachers in secondary schools and standardised scales of salaries fixed by a representative committee should be introduced in aided schools.*

In commending the resolution, Mr. Sabhesan said that the scheme had been before the teachers for some time now and the fullest consideration had been given to it.

Mr. S. Srinivasa Aiyar of Vellore seconded the resolution. He said:

The extension of the secondary school course to seven years is unwise and wasteful under the existing circumstances. The second point is about the vexed question of public examination. The S.S.L.C. scheme was introduced to do away with the slaughter of the innocents and to usher in a new era of educational advancement.

Mr. C. Rajagopalachariar: There are four controversial points in this resolution. One is with reference to the S.S.L.C. Public Examination. The other is the division of the course into two alternative courses at the end of the third form. The third is the retaining of the three-year course as it is for the High School instead of making it a four-year course, taking the one year from the University course. There is, I would add, fourthly the Mother tongue question and the Hindustani question though you might perhaps agree on it. In regard to these matters, if there is any opposition I would request gentlemen to place their views before the House.

Mr. N. Kuppuswami Iyengar of Trivandrum: I think there is only one controversial point in regard to which there can be any discussion from modern general educational theory. In regard to the examination question there is absolutely no difficulty so far as I am concerned. The resolution seeks to provide for vocational training for those students who desire to take up a training without going to the University. This is a little vague. No one will enter the vocational course unless he is driven out from the University course. At the end of the third form when the boys are about 12 years, how can they desire to enter the vocational course? Apart from whether they are able to do so, is it right that you should send them like that? Could you decide that there is no use those boys going to the University course? Before a boy is fourteen we shall not be able to find out whether he is good for this course or the other. Until a boy becomes an adult it will be wrong to make him or force him to choose a course. The schools should never try to separate the boys at the age of 12.

Mr. Lakshminarayanan of Salem: "At some stage or other we must have examinations. The proposal to abolish the S.S.L.C. Public Examination is not the remedy. There are other ways and methods which can be devised for mitigating the evils of examinations. The abolition of examinations and the substitution of certificates by individual headmasters will make for invidious distinctions between school and school.

Mr. V. Narayanachar of St. Peters High School, Tanjore: It is quite possible, if a boy shows decided ability in vocational subjects, for teachers to tell the parents or anybody concerned that such and such a boy could take up the vocational course. As regards the external examination, I want to retain the examination sytsem. I oppose the abolition. Personal prejudices do enter in the making of

recommendations and external examiners will not be in a position to bring forward those personal prejudices into consideration.

The clause on S.S.L.C. Public Examination was further opposed by Mr. Rama krishnan of Udumalpet.

Rev. M. G. Kuolt: I would like to clear up one misunderstanding which I think has arisen in connection with the examination question in America. In the United States which is composed of 48 States we have 48 systems of education and 48 systems of judging the methods of our education. Many States do not have formal examination. But the largest State of the Union, from the viewpoint of population, New York, has the University of the State of New York, an examining body which corresponds to the Madras University. The University of the State of New York is considered to be one of the most efficient examining bodies and one of the most efficient educational bodies of the 48 States. Besides conducting examinations for entrance into the University, each individual high school has the authority to issue a certificate to pupils that have passed according to the standards of the individual school and when they go out into life to seek a job, each school has to stand on its own merit of recommendation.

Now I want to bring home to you the possibility and the desirability of trying to select students at the end of the third form for a vocational or pre-University course in High School. I can very well understand that there would be a tremendous amount of opposition amongst parents in this respect. I hope that they will get less opposition from the enlightened teaching profession. India is a country where change is extremely slow, because people in India as a rule want to move according to custom and due to lack of education, we can understand that the Indian wisely moves slowly as he does not know exactly where new things would land him. If you select students at the end of the third form, the only thing is you can advise them to go to the pre-University course or vocational course. You can compel no student to take any particular course. But there is absolutely no difficulty at the end of the Middle School course in having pupils select a vocational course or a pre-University course in connection with high school work. The thing has worked out practically and satisfactorily for so many years that the majority of pupils and parents know at once along what lines students ought to go when they enter high schools and in case they find they have made a mistake during the high school career, can adjust themselves to a new course. Headmasters and those who make up the promotion lists very rightly realise that out of every hundred students in the third form in respect of at least 75 students they could tell who will eventually be able to succeed in the S.S.L.C. and those who cannot succeed. You can observe the general mentality of a pupil. But there are other means by which you can predict with a fair degree of certainty the lines for which a pupil is best suited and I have recently been told that in London it was found that out of 90 per cent. of the pupils who accepted the advice of the Education Committee, only two per cent were dissatisfied. If we can predict with that amount of certainty I think we shall have done much to cut down wasteful and extravagant expenditure in education. We have all kinds of psychological tests to-day which though not absolutely accurate are sufficiently so to give us a better guide than subjective methods and I can assure you that though the start may be difficult, as soon as you can show pupils and parents that your advice is good—and it may take ten or twenty years to do it—you are going to be able to change the mind of the Indian. Though I personally feel that we can efficiently take some off the University course I am content here for the sake of argument to say that we must defer it not later than the third form and if there is any difficulty I would say "Don't add an extra year to the third form." The proposition about which I

want to make a remark is the introduction of Mother tongue as the medium of instruction in non-language subjects. I believe that students who learn optional subjects in the high school only through the medium of the vernacular will be handicapped as soon as they attend college lectures.

Mr. G. F. Andrews (Assistant Director of Physical Education) : I am expressing the view of my association one of whose recommendations is regarding examinations. The Association is in full agreement with the resolution as here mentioned, for the simple reason that it is a great mental strain as well as physical strain on the boys in the schools whom we are educating. We go on the premise that education is not preparing a boy for examination but for life. The strain of an examination is felt not only in school course but also in the college course at the end of the Intermediate and B. A. The sixth form boys literally do not pay any attention to matters of health or physical fitness. They are exempted entirely from all attendance at games and physical activities. That is because of the examinations. Under these circumstances the Association is strongly of the opinion that public examinations should not be held at the end of the school course.

Mr. K. S. Patrachariar. The proposition about which I want to make a remark in the introduction of mother-tongue as the medium of instruction in non-language subjects. I believe that student who learn optional subjects in the high schools only through the medium of the Vernacular will be handicapped as soon as they attend college lectures. Then is absolutely no need to teach mathematics through the Vernacular. The language used in teaching mathematics is not so difficult as to require a change of language into the Vernacular.

Mr. S. Santanam: "Secondary education should have nothing to do with vocational education. In spite of unemployment that we hear of, secondary education is necessary. But vocational education will come into existence when there is need for it, when new vocations spring up in the country.

Mr. S. S. Viswanatha Aiyar: "For some time to come I feel the pre-University course will be thronged by most of the pupils and vocational course is not likely to find encouragement and support among pupils. The University over which we have no control whatever is very likely to conduct an entrance examination and our pupils will have to sit for the examination. It is better to retain the S.S.L.C. Public Examination.

Mr. A. Srinivasaraghavan of Tinnevelly: "It has been pointed out that worthless people will go up if we abolish the S.S.L.C. Examination. If worthless people go up, I may point out that worthless people are going up even with examinations. These examinations, as a writer had stated, are absolutely unreliable in so far as they are intended to judge the ability of the pupils.

Mr. A. V. Kuttikrishna Menon: Mr. K. S. Patrachariar said there is absolutely no difficulty in teaching mathematics in English. My experience has been quite the reverse of it. I have found that in the sixth form when a question was given in Arithmetic pupils who were not able to do it as it was in English were able to do it when it was translated into Malayalam. Therefore I think that even in mathematics we should teach our children in the mother-tongue.

Mr. A. K. Krishnaswami Aiyar: I wish to support the view that mathematics and most other non-language subjects must be taught in the mother-tongue.

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Mr. C. Ranganatha Aiyangar of Gooty: Most of you seem to think that an external body should come to decide the fitness of our boys. This fear is due to several factors. Have you not been able to see that we have been able to judge your boys much better than the Secondary School Examination staff? I have had experience as a teacher and I have been able to see that the marks you give in schools contrast favourably with the marks that are obtained by our boys at public examinations. It may be that there are exceptions. In most cases public examinations have been more liberal than the standard which we have always been setting to our boys in our own schools. Therefore do not misjudge your capacity.

Mr. M. S. Sabhesan: I am glad that the general principles underlying the resolution with so many clauses has been well received. You have all agreed with the principles and to-day you are called upon to indicate our views as educational experts. Certain differences in views have been expressed in regard to some aspects. It is almost universally agreed that mother-tongue should be the medium of instruction. Some are opposed to the abolition of the external public examination but there is general unanimity of opinion against the present conduct of the S.S.L.C. Public Examination. In regard to this I have to indicate only one point. You must take the cue from the suggestion thrown out by the President just in the course of conversation. We are not legislating to-day. We are in conference indicating the educational aspect of reorganisation of secondary education. We must express our opinion as experts unequivocally on matters of principle. There may be difference of views amongst ourselves. The difference expressed just now will be valuable when on a future date the Government may appoint a Committee to consider how and in what way reorganisation may be worked. If the authorities or the public then say that there must be some kind of examination, then with the knowledge of the opinion expressed on this platform it may be possible for your representatives on the Committee to yield in certain points, and come to certain general agreement. Here we are deciding the question purely on an educational aspect imagining that the teaching profession is ideal, the public is ideal and the authorities are ideal. It is expected of us to indicate very clearly the general principles on which reorganisation should be attempted. There will be at no time unanimity of opinion with regard to details. There must be difference of opinion and very strong difference of opinion too. Therefore I appeal to you that you should not make big of small differences in details.

Mr. C. Rajagopâlachariar: I shall put the proposition to vote in the best manner that I can think for myself and I think you will not find any objections. I shall also acquaint you with the rules with reference to the conduct of business in this matter.

Some of the speakers suggested that it would be difficult to induce parents and guardians to agree to divert the boys at the third form stages and it was said that most parents and most students would prefer to continue or rather to select the Pre-University course and it would be difficult to induce them to give up unless some kind of compulsion comes in. I just wish to point out that most people are now aware of the difficulties of finding employment even after a University course. The time that University courses were considered as easy gateways to employment is gone now. It is the other way about. A large amount of money is wasted and most University graduates are unemployed so that we have arrived at a time now when we can fairly believe that parents will be wise and choose vocational lines if the matter is placed before them properly. A large amount of money would be saved in fact it would be a blessing. There need be no compulsion in this matter. If they, the parents, insist upon their children going through the pre-University

course there is nothing to prevent it. But the position will be placed before them and the evil is reduced, it is not increased in any manner. The other misconception which I thought was running through some of the discussions was this, that the vocational side was altogether removed from the literary side. The two run together to a large extent. The idea is to provide a fairly common platform, with a difference in certain respects only. The literary side of education is maintained in both. Manual or practical exercise of the hand or physical frame is maintained even for the pre-University section. The only difference is that vocational bias (not maintained) is introduced to a certain extent. These are the points we have to consider in regard to bifurcation at the third form stage. Mr. Patrachariar made a strong appeal for the retention of English as the medium of instruction. Here, as he himself remarked, most of you are probably in favour of the mother tongue being made the medium and he is in a minority of one as he expected. But I do not think he would have the distinction of being in a minority because it is a distinction. Unfortunately we are not as lucky as all that. Somebody or other will side us also. But why I make a reference to the subject is that even though he may be in the minority of one I should convince him if I hold the opposite view. This is a subject so important and dear to many public men in the country and to educationists, perhaps dearer to educationists than even to public men. With public men it is only a matter of pride or prejudice but with regard to educationists it is a vital matter. They feel that the students are handicapped, teachers are handicapped and that subjects instead of serving themselves serve only the English language. You read history not to learn history but to learn the English language better. You read Geography not to learn about the world but to learn the English language and so on. When we succeed in convincing people that the subject is very important, the onus is turned the other way about, why should you teach in English and why the mother tongue should not be used. There is in the psychological working of education a great burden on account of English being forced on us. It works whether we note it or not. Unconsciously it works much more difficulty than in the conscious manner. How the thing is will be seen when you have shed it. It is just like this. When I have a lot of milled rice in the shop I do not do propaganda for handpounded rice. Mind you, the shopkeeper is not dishonest. If the medium of instruction has to be changed, therefore, new books have to be written, teachers have to be prepared, whole schools have to be re-organised. But we must begin some time or other and therefore it is you must begin and in the beginning you have a lot of disadvantage. In fact the burden may seem to have been heavier instead of lighter. But a time will come when we will have shed off the great burden and we will be able to proceed with our boys' education in a very much easier way, once you get rid of this incubus of the English language. Mr. Patrachariar says why not we have English as the medium of instruction in mathematics. I say I have the right to ask for the mothertongue being the medium. He says so because there is the right of the existing thing to continue. The reason for asking mother-tongue to be the medium of instruction is not pride or prejudice but the unnecessary wastage involved in teaching English. Mr. Patrachariar, it may be, has his experience. But most parents and teachers whom I have met and who are here would agree that for these subjects, mother-tongue is the best. If proof is needed to show that our mother-tongue can be made fit for higher studies, that proof will be forthcoming when we make experiments in the real meaning of the word and we are earnest about it. After all the whole world at the present day, I may tell you,

is running along the line that you propose. I do not think they teach any subject in a foreign language except in India. Why should I not therefore say that the burden of proof is on the other side to support the claim of English? It may be we have passed through a vicious custom but when the whole world is going in one direction I do not see why our mother-tongue should not be used to understand facts of life. Mr. Patrachariar was speaking of the handicap. I want to know what handicap he refers to. This proposal of ours is universal. If our proposal is accepted, it will be for all boys. There is no relative handicap between boys and boys. The boy who goes to the University is like every other boy who goes to the University. Then let me ask him: If in the University there is a general handicap it may be difficult for higher courses to be taught because of the ignorance in the medium. If that is so, I think it is a good handicap. It is the friction that will make this mother-tongue filter upwards so to say in the University also. In the beginning there will be some little trouble. But then we want to proceed in that manner. If we introduce it in the High School course properly and efficiently, when our experiment succeeds, the handicap felt by the teachers of science will not be real handicap but relative handicap. They will be bound to introduce the mother-tongue books in the higher science. Then there will be a real co-ordinated literature of the science subjects and it will do good all round. I do not think therefore that the general handicap is a thing to be deplored. It is the handicap that makes people work and produces creative effort and therefore every handicap is good. Relative injustice or handicap is bad, but there is no such thing here. Unless we take the microscopic European boys and we are generous enough to think of them, there should be no difference between boy and boy when we have the mother-tongue as the universal rule. I want to ask Mr. Patrachariar who has no doubt experience which should be respected, I want to ask him whether our boys do not go for higher training in science to Germany for instance, attend lectures in a foreign language and are able to understand and acquire knowledge. A poor knowledge of English will not be a difficulty in reality, I think. And I think truth will be better served by teaching all sciences in the mother tongue. I am making these remarks as a personal appeal to Mr. Patrachariar himself. When you feel that you can teach better in your own mother-tongue than in English there is nothing impossible to make an experiment. But certain recognition is necessary. It is only when it is recognised by all schools, you will avoid the relative handicap.

The resolution was put and carried, the clause relating to Public Examination for the S.S.L.C alone was not carried.

Mr. Rajagopalachariar said that there was nothing wonderful in the voting. The matter was not entirely in their hands. They had been so evenly divided. The result of the voting was not very much. But there would be tremendous public agitation in the matter. Half the number of teachers were of the view that education of the boy would be better done if the examination was abolished.

A poll was demanded with the following result: 27 for the abolition of the examination and 54 against as announced on 8th.

Mr. S. T. Ramanujam Iyengar moved:

II. "*In view of the disabilities of Elementary School teachers disclosed in the Working Committee's memorandum on the subject, this Conference requests the Government to appoint a Committee of Enquiry and to take early steps to have those disabilities removed.*"

Mr. R. Panchapakesa Aiyar seconded the resolution. Addressing in Tamil, Mr. Panchapagesa Aiyar said that the elementary school teachers were truly the "Harijans." The conference last year called upon elementary school teachers to sumit their grievances before *The South Indian Teachers' Union.* The memorandum referred to in the resolution had been prepared on the basis of representations so received.

Mrs. Grace Dorairaj supporting the resolution said that the elementary school teachers had not the push or courage to make representations to managements to improve their conditions of service. If therefore they were supported by a strong organisation they could hope to get their conditions of service bettered.

The resolution was put and carried unanimously.

Mr. S. Srinivasa Aiyar of Vellore moved:

III. "*This Conference is of opinion that the new scheme of centres for the S. S. L. C. Public Examination adopted by the Department this year is not in consonance with the spirit of the S. S. L. C. course and it requests the Director of Public Instruction to revert to the old practice.*

Mr. G. Siva Rao of Kurnool seconded the resolution which was further supported by the President, who said that at the young age at which a pupil sat for the S.S.L.C. Examination he should not be made to leave his own centre.

The resolution was carried.

The following resolution moved by Mr. T. S. Arunachalam Pillai and seconded by Mr. A. Srinivasaraghavan were next adopted:

IV. *(1) This conference recommends to the authorities of the Madras University that bona fide teachers possessing a certificate of proficiency in Oriental Learning be admitted to the B. A. Examination without the production of certificates of attendance in a recognised institution,*

(2) This conference requests that the Entrance, Preliminary and Final in Oriental Titles Examinations be treated by the authorities as sufficient qualifications for teaching in Middle and High Schools and Colleges respectively,

(3) That the age limit be fixed at 20 instead of 25 for appearing as private candidates for the Preliminary and Final Examinations, (4), that the compartment system of passing be introduced for the Oriental Titles Examinations.

Mr. N. R. Subramania Aiyar moved:

V. *This conference is of opinion that the scales of salaries for Board and Municipal Secondary School teachers as sanctioned by the G. O. No. 4619 and the subsequent G. O's are inadequate and require liberalisation and authorises the following Committee with power to co-opt to collect funds and to take such other steps as may be necessary for getting the Government to restore the original scale.*

Mr. V. Rajagopala Aiyar (the convener) the S.I.T.U. Secretary ex-officio, Messrs. S. Venkataraman, Chittore, T. S. Arunachalam Pillai, Ayyampet, B. N. Sangameswaran, Salem, T. J. Mulley, P. Ramaswami Iyengar, Dharmavaram, N. R. Subramania Aiyar and V. Jayarama Aiyar and P. W. David.

The resolution was proposed by Mr. Subramania Aiyar and seconded by Mr. Vaideswara Aiyar and further supported by Mr. K. Sundaresa Aiyar and carried unanimously.

The resolution was put and carried unanimously.

Mr. S. Natarajan moved:

VI. "*This conference views with concern the proposal contained in the proceedings of the Director of Public Instruction R. C. No. 2563 G of 36 dated 28-11-36, that the number of secondary schools may be reduced with a view to concentrate in a fewer schools on the ground of insufficiency of strength worked out at an average and considers that such a step is retrograde and shortsighted as the final result thereof will be to deprive a good many of the pupils in the rural and backward areas of the benefits of secondary education.*

Mr. Natarajan said: "We should express our opinion in the matter of secondary education. There should not be any attempt at restricting the too meagre facilities, that we are now having. In the secondary schools taking Forms IV, V and VI, the strength is only .22 per cent. of the total population whereas in all other countries it is over 2 per cent. We have not been able to attract a larger number of pupils to these forms. The needs of the country will be satisfied only if a large percentage of the pupils enter secondary schools. The present facilities for secondary education can certainly not be considered adequate. If under the pretext of concentrating in a few schools, you begin to close a large number of them, the result will be that a large number of pupils in rural and backward areas, who cannot be sent to the towns will have to be denied the benefits of secondary education.

Mr. S. Srinivasan of Madanapalle seconded the resolution. In making a few remarks in Tamil, the speaker said that the Local Government had no set programme in regard to opening or closure of schools. In western countries there is a move to make secondary education compulsory. In India they had not been able to make even elementary education compulsory. The District Boards maintained a number of secondary schools in rural areas. It would not be wise now to close them.

The resolution was put and carried unanimously.

Mr. M. S. Sabhesan moved the next resolution on legislative measure for service conditions, in the following terms:

VII. "*This conference is of opinion that the time has arrived for a legislative measure being initiated for embodying proposals to secure adequate conditions of service in all educational institutions. The conference authorises the Working Committee of the S. I. T. U. to get into touch with the members of the Legislature to give effect to the resolution and to draft a Bill embodying the principles adopted at previous conferences in this respect.*"

Mr. E. H. Parameswaran seconded the resolution.

President: The conditions of service of Engineers, medical men and others in local bodies were fairly satisfactory. The conditions of service of educational employees, the institutions under local bodies as well as in aided institutions should also be similarly improved.

The resolution was carried without further speeches.

Mr. G. Srinivasachari moved:

VIII. "*In view of the amount of work outside the class room that the Secondary School teacher has to get through, this conference is of opinion that twenty-hours work per week standard sought to be introduced by the Director of Public Instruction is not reasonable.*"

The mover said: "The circular issued by the Director is only in the hands of headmasters. I do not know if a large body of assistant masters are aware of it.

(A voice: "We are not"). The circular is to the effect that 20 hours would be the standard of work for the teacher. In the financial statement, the headmasters are required to state the number of hours which each teacher works. It is also stated in the circular that grants would be assessed according to the work done by the teacher. In the event of the work being less than 20 hours, it is said that the grant would be proportionately reduced. Work also includes supervision. We do not know if supervision means the supervision done by headmaster or Superintendent, or if it includes also the supervision that the teacher does outside the class in respect of physical activities or extra curricular activities or excursions. They may also come under "supervision." The language of the circular is vague. It is capable of various interpretations. In view of the varied interpretations that might be put upon it, the resolution has been carefully worded. The teacher is required to work for 20 hours. It is a hardship.

Mr. S. K. Subbarama Aiyar seconded the resolution. He said: "This circular has been addressed to correspondents of schools and not to headmasters. Regarding hours of work, I feel there can be no mistake in it, because in inspection reports we are expected to fill in a form in which we are asked to give the number of hours of work done. It is very deliberate and there can be no doubt about it.

Mr. V. Aravamuda Iyengar of Madura: The circular was received on the 24th April just when the schools had to send their annual returns to the District Educational Officer. "Secular teaching, or teaching and supervision, 20 hours per week" those, he said, were the exact wording of the circular.

One of the delegates got up to suggest an amendment to reduce the number of working hours to 18 from 20.

President: Why should we commit ourselves to 18-hours work in all cases? It may be that certain teachers when they do work outside class hours may be given less work in the class.

Mr. S. T. Ramanujam Iyengar then moved the resolution on Elementary Education in the following terms:

IX. *This Provincial Educational Conference expresses its opinion in favour of the reorganisation of Elementary Education on the following lines:—*

1. *School Boards should be created to be in charge of Elementary Education in each village or group of villages and they should consist of representatives of educational bodies, Parents' Associations of the locality, teachers, managers, and donors of Rs. 50 and more to the School Board Funds.*

2. *The School Board Funds should be made up of*

(a) *An Education Cess;*
(b) *Contribution by Government;*
(c) *Contribution by Local Bodies;*
(d) *Fines and penalties;*
(e) *Common Good Funds of Co-operative Societies;*
(f) *Contributions from charity endowments;*
(g) *Income from endowments and donations from the public.*
(h) *Recognition fee from the Schools.*

3. A graded education cess should be compulsorily levied on property (land, house, earnings) and the Local Government should contribute at least an equal amount.

4. Elementary Schools should be under public or private managements subject to the control of the School Board.

5. In every area at least one nursery school and one adult school should be run by the School Board.

6. Compulsion should be introduced within five years by means of these provisions :—

- *(a) Free land for school house and quarters for teachers.*
- *(b) Necessary accommodation and equipment.*
- *(c) Intellectual conscription to provide teachers.*
- *(d) The responsibility for the admission and continuation of a child at school to be that of the parent or guardian.*
- *(e) Exemption in the matter of attendance at schools to be provided in case of continued sickness or other infirmity.*
- *(f) Penalties to be imposed against parental neglect.*
- *(g) A conscience clause.*

7. Elementary Education should include a five year course in the mother-tongue, everyday arithmetic, nature study, local industry, local history and geography, physical training, gardening, spinning and moral instruction. ... .

8. Suitable accommodation of sitting floor space, subject to a minimum of six square feet a pupil, should be provided.

9. Books, note books and other helps to study should be provided by the school authorities and the School Board.

10. The School lunch to be provided.

11. The School age to be ordinarily 5 to 12.

12. The function of the School Board should be :—

- *(a) Enforcement of the provisions for compulsion.*
- *(b) Grant of recognition.*
- *(c) Provision of accommodation and equipment.*
- *(d) Provision of lunch.*
- *(e) Maintenance of a library, a reading room and a museum for the area.*
- *(f) Seeing that departmental requirements are satisfied, including service conditions of teachers.*

13. Recognition to be awarded on the following conditions :—

- *(a) Payment of a recognition fee of Rs. 10 for each standard.*
- *(b) Provision of a suitable school house and quarters for teachers.*
- *(c) Provision of adequate equipment.*
- *(d) Employment of only trained and qualified teachers.*
- *(e) Payment of salaries at standardised rates.*
- *(f) Conformity to the requirements of the Department.*

14. Recognition to be withdrawn :—

- *(a) for not conforming to departmental requirements,*
- *(b) for maladministration,*
- *(c) for proved inefficiency.*

15. *Courses of study to be arranged by Committees duly constituted for the purpose.*

16. *Grants to be assessed on the following considerations :—*
Recurring :—

(a) *Salary based on general educational and professional qualifications.*
(b) *Efficiency based on inspection.*
(c) *Compensation.*
(d) *Expenses incurred for lunch, books, etc., supplied (up to 75 per cent).*

Non-Recurring :—
Equipment (half grant).

17. *Inspection to be no less than half yearly by the inspecting officer and a scheme of visits by non-official visitors to be drawn up and carried out.*

18. *Teachers to register themselves with the Teachers' Registry and to be governed by educational rules and fundamental rules relating to the vacation departments of Government.*

19. *Teachers' recruitment, termination of services, etc., to be governed by a service code.*

20. *Adult education to be implemented for a time by itinerant teachers provided with up-to-date equipment, and such teachers to be maintained by the local authorities.*

In commending the resolution for acceptance by the House, Mr. Ramanujam Iyengar spoke a few words in Tamil. He said: "It was at the last Provincial Educational Conference at Salem that the S.I.T.U. was asked to prepare a scheme for the spread of elementary education. A memorandum on the subject was published in the March issue of *The South Indian Teacher.* Meanwhile we read in the papers that the Interim Ministry contemplate tackling the problem. Government if they make up their mind could set apart a certain space of land in every village for the establishment of village schools. Intellectual conscription is a necessity in this country. The responsibility for sending children to the school must be laid on the parent or guardian. It has been stated that the Interim Ministry contemplate closing down a number of single-teacher schools. Our aim is to increase the number of schools. Parents should help teachers to start schools and the Government should give us a half grant. School Boards should be allowed to levy an education cess. We in this country have already an Act to control religious endowments. Cannot we have an Act to control educational endowments as well? The rules in respect of grant of recognition should be such as to prevent the growth of mushroom institutions. If the teaching profession should be kept in contentment and made to do useful work, the members thereof should be properly paid. The members of the profession in this province roughly number 1,75,000. I want politicians to take note of this fact and to see that the vote of the members of the profession will be for those statesmen who really care for them and work for their uplift. The resolution has been carefully drafted and after much deliberation. It may be that the ideal aimed at may not be reached at once. But we have to strive our best to reach the ideal.

Mr. V. Bhuvarahamurthi seconded the resolution. He said that the Sub-Committee of the Provincial Economic Council had suggested that compulsory edu-

cation must follow proper supervision. The resolution before the conference suggested the establishment of School Boards for the purpose and it also sought the help of the Government and the Panchayats.

Mr. T. Ramanujachariar said that the entire responsibility for the spread and continuance of education among the people should rest with the Government. He therefore suggested that the resolution might be deferred till after the Congress Party accepted office.

Mr. Muthukrishna Aiyar, Headmaster, Secondary Training Section, Teachers' College, Saidapet, doubted whether the School Boards suggested in the resolution would act as proper supervising bodies.

Mr. Parimala Pallavaroyar said that in spite of professions of sympathy towards the elementary school teachers, the Government had not so far treated them fairly in respect of their pay and promotion.

Mr. A. Srinivasaraghavan: One speaker suggested that this Bill will not serve the purpose of elementary school teachers and that it is impracticable. Another suggested that the whole question of reorganising elementary education might be left over to a future Ministry. The teaching profession can have no salvation if we refuse to accept a resolution such as the one now before us, on the basis of impracticability. No doubt it means increased expenditure. But we do not ask the Government to bear the entire expenditure. The resolution has been framed on lines which may be as far as possible practicable. Of course we are willing to accept any other scheme which may be found to serve our purpose better at a future date. It will not be right or proper on that account to postpone a decision on the question now.

Mr. T. K. Rajaram Rao said that the resolution deserved to be supported for it was only if they represented their grievances that they could hope to get them redressed one by one.

Mr. Chennakrishna, Teacher, Salem: If we compare the efforts taken in States like Mysore or Travancore for the spread of elementary education, our position is really pitiable. If the Government are sincere about the spread of elementary education, they should make it a first charge upon their revenue.

Mr. R. Panchapakesa Aiyar: The Working Committee has prepared this comprehensive resolution. This is not a matter on which we can offer our individual opinions, good as they may be. There may be defects in the resolution. But the resolution that we adopt must be unanimous and sent to the authorities as such. I suggest the holding of sectional conferences of elementary school teachers at future sessions of the Provincial Educational Conference and appeal to members of the profession to realise that the elementary school teachers are a real strength to the profession. The cry of wastage and stagnation is meaningless in the face of the fact that the elementary school teachers are willing to dedicate their life for the profession. If the schools are properly organised and run on efficient lines, there is no need to think of wastage and stagnation. To increase the number of inspectors is not to solve the problem.

The resolution was put and carried unanimously.

THE FOURTH PROVINCIAL PHYSICAL EDUCATION CONFERENCE, TANJORE

A SUMMARY OF THE PROCEEDINGS

BY

DR. G. F. ANDREWS, M.A., PH.D., (COLUMBIA),

Hon. Secretary, Madras Provincial Physical Education Association.

The Madras Provincial Physical Education Association organised the 4th Provincial Physical Education Conference in conjunction with the 28th Provincial Educational Conference at Tanjore on the 6th, 7th and 8th May 1937. This conference is an annual feature of the activities of the Association. A brief report of the conference follows:

Punctually to time at 3 P.M. on the 6th May, Mr. D. Gnanavolivu, M.A., Chairman of the Reception Committee of the Conference welcomed the delegates to the Conference and appealed for a better understanding of the ideals of physical education and for adequate attention being paid to realise these ideals. The children in schools, the "citizens of to-morrow," he said, have much to gain by being given more opportunities to play and to be physically educated.

After being inducted to the chair, the Rev. Milton G. Kuolt, M.Sc. (Educ.), Principal, M. E. L. I. M. School, Ambur, delivered his presidential address in which he appealed to the profession to push onward and forward, and emphasised the socialising, civilising and character building values of a sound physical education programme. He quoted the Code of Sportsmanship of the Sportsmanship Brotherhood of America as very helpful to promote good sportsmanship. The Code is

> Keep the rules,
> Keep faith with your comrade,
> Keep your temper,
> Keep yourself fit,
> Keep a stout heart in defeat,
> Keep your pride under in victory,
> Keep a sound soul, a clean mind and a healthy body.

Two demonstrations of physical activities were on the first day's programme, one by the Borstal School, Tanjore, and the other by the Kerala Kalari Party. Both were well attended and deeply appreciated. The Kalari Payat demonstration specially evoked much interest since it is an indigenous system of physical culture of Malabar, which is now being revived in that district.

On the second day the sessions were devoted to the reading and discussion of papers. The following papers were read:—

1. Physical Education as an essential aid to general education by Mr. L. K. Govindarajulu, B.A., B.L., Director of Physical Education, Annamalai University.

2. Physical Education—an urgent necessity by Mr. L. N. Gubil Sundaresan, Trichinopoly.

3. Physical Education in a Reorganised Scheme of Secondary Education—The memorandum of the Madras Provincial Physical Education Association read by the Honorary Secretary.

4. Suggestions for the improvement of Physical and Health education by Mr. P. Krishnamoorthy, Physical Training Instructor, Hindu College High School, Masulipatam.

5. Physical Education and its significance to the Teacher under training by Mr. R. V. Satyanarayana Raju, B.A., Physical Director, Government Training College, Rajahmundry.

6. Trends in Physical Education and School Hygiene by Dr. V. Krishna Rao, L.M. & S., Medical Officer, Presidency College, Madras.

7. A plea for annual school sports by Mr. V. Jayaraman, B.A., L.T., Secretary, South Arcot District Teachers' Guild, Villupuram.

8. The teachers' share in school sports by Capt. V. Sundaresan, B.A., Physical Director, St. Joseph College, Trichinopoly.

The following were taken as read:—

1. Physical Education: its contribution to general education by Mr. K. Vedantadesikan, B.A., L.T., Headmaster, Ramakrishna High School, New Mambalam, Madras.

2. Exercise by Mr. P. S. Manickavachakam, B.A., Physical Training Instructor, St. Joseph's High School, Cuddalore.

Some statements of Dr. V. Krishna Rao in his paper were challenged and the discussion on this and other papers revealed an appreciation of physical education as educational in outlook and in practice. The practical difficulties in the realisation of the ideals of physical education were pointed out to be inadequate supervision, paucity of facilities, etc. The need for research in physical education on matters like "credits in physical education," "vitality index," etc., was well brought out. Some papers of a technical nature of more interest to the profession would have made the programme complete.

The resolutions placed before the subjects committee were in line with the discussions. Ten resolutions accepted by the subjects committee were duly placed before the open conference and unanimously adopted (vide full text of resolutions given separately). By these resolutions the Executive Committee of the Madras Provincial Physical Education Association is made responsible for a number of investigations in the field of physical education, while the aid of government is sought for removing certain disabilities of Physical Training Instructors, for extension of playgrounds, and for reviving medical inspection.

The President in the concluding session of the conference said that he was fully in accord with the resolutions and that it was wise to take up for consideration a little at a time rather than attempt too much. He hoped that better and more opportunities and facilities would be given to the profession to develop and to prosper. He also hoped that cordial relationship would grow between the

South Indian Teachers Union and the Provincial Physical Education Association so that the efforts of both to further educational results in the country would bear fruit.

At the business meeting of the Madras Provincial Physical Education Association held on the last day of the Conference the report of the Association and the audited statement of the accounts were adopted and the following office-bearers were elected for 1937-38:—

President	..	Mr. H. C. Buck.
Vice-President	..	Mr. N. R. Krishnamma.
Secretary	..	Dr. G. F. Andrews.
Asst. Secretary	..	Mr. C. Satyanandam.
Treasurer	..	Mr. C. A. Abraham.
Other Members of Executive Committee		The Rev. Milton G. Kuolt. Mr. L. K. Govindarajulu. Mr. R. V. Satyanarayana Raju, Mr. D. Santiago.

A health and physical education exhibition had also been arranged in connection with the conference. That the General Educational Conference decided to award 1st class ceritficates to the exhibits put up by the Y.M.C.A. College of Physical Education and by the Annamalai University indicate that these exhibits are considered valuable. Strenuous efforts need to be made in the future to enlarge the scope of usefulness of these exhibits.

The success of the conference is largely due to the splendid guidance of the President who brought his varied experience to bear on its deliberations, and helped to maintain a high level throughout. Mention must also be made of the very active co-operation of the Reception Committee ably headed by Mr. D. Gnanavolivu, M.A., as Chairman and Mr. A. Paul, B.A., L.T., as Secretary. The Reception Committee of the 28th Provincial Educational Conference also extended full facilities through Mr. K. M. Sundaram, their Secretary, to enable the Conference to be successfully conducted. "By their fruits ye shall know them." So, by the progress of physical education in the coming year shall the success of the 4th Provincial Physical Education Conference be properly gauged. The impetus given should however, enable one and all in the profession of physical education and those interested in the same, to push forward in the cause of the health and physical fitness of the youth of the land.

RESOLUTIONS

1. Resolved to request the Madras Education Department to recommend to all Secondary Schools and Colleges that, wherever capable and qualified Physical Directors and Physical training Instructors are available, they be put in complete charge of all the Physical Activities in their respective Schools and Colleges as Sports Secretaries.

2. Resolved to request the Madras Education Department to recommend to all Secondary Schools that Physical Directors and Physical Training Instructors be not given an unreasonable amount of teaching or clerical work outside their pro-

gramme of Physical Education Work which may prove detrimental to their legitimate duties.

3. Resolved that the Secretary to the Government for Government Examinations be requested to be pleased to rescind Rule No. 22 of the Rules governing the selection of Superintendents for the Training School Leaving Certificate Examination which unduly discriminates against Physical Training Instructors.

4. Resolved that the Executive Committee of the Madras Provincial Physical Education Association be asked to investigate the matter of salaries for Physical Training Instructors and Physical Directors in schools and colleges and report to the conference at its next meeting with their recommendations about scales of pay.

5. Resolved to request the Government to revive on an improved and scientific basis for follow up work the Medical Inspection of all School Pupils without which no scheme of Education can be considered satisfactory and complete.

6. Resolved that, inasmuch as Health Education is not adequately provided for at present in the syllabus, the Executive Committee of the Madras Provincial Physical Education Association be requested to draw up a suitable syllabus of Health Education and submit it for adoption at the next Conference.

7. Resolved that the Executive Committee of the Madras Provincial Physical Education Association be asked to look up the present syllabus of Hygiene and Physical Education as found in the course of Organisation and Discipline in Secondary Training Schools and to suggest a revised syllabus in detail for consideration by the Madras Educational Department.

8. Resolved to request Government to assist managements more liberally in the matter of acquisition of adequate play grounds.

9. This conference, being of opinion that in the interests of the health and physical welfare of students in schools and colleges, the school working hours are most unsatisfactory, and that more suitable hours should be adopted, resolves that the Executive Committee of the Madras Provincial Physical Education Association do study this question to all its aspects and submit a full report at the next Provincial Physical Education Conference.

10. Resolved to authorise the Secretary of the Madras Provincial Physical Educational Association to communicate the resolutions to the authorities concerned.

S. I. T. U. ANNUAL MEETING

The annual meeting of the South India Teachers' Union was held on May 7 at the Conference Pandal along with the 28th Provincial Educational Conference at Tanjore. Mr. A. V. Kuttikrishna Menon, presided. The letter of Mr. S. K. Yegnanarayana Aiyar regretting his inability to be present was read.

Mr. M. S. Sabhesan, Secretary, made a few observations while presenting the report. He said among other things:

The annual report was adopted.

A discussion then ensued on certain amendments to rules to simplify procedure with regard to the holding of the annual conferences and the following amendments were carried:—

AMENDMENT TO THE RULES OF THE S. I. T. U.

Add to Rule 16, as clauses (e), (f), (g).

Rule 16 (e) The Executive Board shall suggest at least 3 months before the Conference, the names of six persons for the presidentship of the Conference and invite affiliated associations to vote for one only amongst the six. The Working committee shall meet to consider such recommendations received within the time prescribed by the Executive Board.

(f) Notwithstanding anything to the contrary contained in these rules, every association affiliated to the Union directly or indirectly, shall have *one* vote in respect of the election of the President of the conference and the person getting the largest number of votes shall be declared President of the conference.

(g) In the case of the President-elect being unable to accept the offer of the Working Committee or to preside over the conference, the matter shall forthwith be referred by it to the Executive Board of the S.I.T.U. with suggestions if any and the decision of the Executive Board shall be final.

Delete Rule 17, (c), (d), (e).

Rule 20: The Working committee shall invite at least three months before the conference, the affiliated Guilds and Associations to suggest resolutions in the proper form for consideration at the conference. Resolutions not received by the working committee within the prescribed time shall not be brought up at the conference, but it is open to the Working committee to include fresh items in the agenda. It is competent for the Working committee to invite persons to contribute papers on educational questions. It shall be the duty of the working committee to scrutinise the resolutions received and it shall have the power to include such of the resolutions as it may deem necessary for inclusion in the agenda and to prepare the programme for the Provincial Educational conference in consultation with the Reception Committee. The agenda shall be finally announced in the *South Indian Teacher* and it shall reach the associations at least a fortnight before the opening day of the conference.

Mr. Sabhesan announced to the members the programme of a visit to the Presidency of a delegation from representing The New Education Fellowship.

Mr. Sabhesan also conveyed to Mr. A. V. Kuttikrishna Menon, the hearty good wishes of the members on the eve of his departure for Japan to attend a Regional Educational Conference.

With a vote of thanks to the chairman, the meeting terminated.

The election of office-bearers was then taken up.

On the motion of Mr. C. Ranganatha Iyengar, seconded by Mr. Subramaniam of Ambur, Mr. S. K. Yegnanarayana Aiyar was uanimously re-elected President.

The name of Mr. M. S. Sabhesan was proposed for the place of Secretary of the Union.

Mr. Sabhesan explained that in view of the position taken up by the majority of the members on the question of the external public examination, it was not proper for him to continue as Secretary. The general body should in principle choose one who does not hold diametrically opposite views.

Members of the Union expressed the view that in their request Mr. Sabhesan should continue as Secretary despite the view he held against the view of the majority.

The proceednigs were at this stage adjourned.

Reassembling on the following day, Mr. T. P. Srinivasavaradan proposed that Mr. Sabhesan do continue as Secretary for the coming year. In doing so he said that members would assure him that he could hold his own view in the matter of examination and advocate it through the journal without prejudice to his position as Secretary. He thanked the members for this confidence in him and agreed to continue as the Secretary of the Union for the coming year.

Rev. M. G. Kuolt was elected Joint Secretary and Mr. V. Bhuvaramurthi was elected Treasurer.

The following were elected to the Vigilance Committee: Messrs. A. Srinivasaraghavan, S. Srinivasan, M. K. Ramamurthi, S. T. Ramanujam Iyengar and T. Ramanujachariar.

S.I.T.U. PROTECTION FUND

ANNUAL MEETING

The annual meeting of the South India Teachers' Union Protection Fund was held at the Conference Hall, along with the Provincial Educational Conference on Friday, May 7, Mr. M. S. Sabhesan in the chair.

Mr. M. K. Ramamurthi, Hon. Secretary, presented the annual report. It was resolved that the Report be taken as read.

It was then moved that the report be adopted and this proposition was seconded. Members offered suggestions while discussing on the motion. Messrs. Ranganatha Aiyengar, Ramakrishna Aiyar, Srinivasavaradan and Kalyanarama Aiyar took part. The suggestion was made that the rate of fine be reduced. The Secretary answered the several questions put by members.

The amendments to rules given notice of, except the amendment to Rule 12 (a), were carried. The amendment to Rule (12a) was lost.

The following resolutions were also adopted:

(a) Resolved that the amounts lying unclaimed for over twelve months in the suspense account of non-members and of persons who have ceased to be members, do lapse to the Fund and the same be carried over to the Reserve Fund.

(b) Resolved that the amounts outstanding as special and ordinary loans or as back fee from such persons as have ceased to be members of the Fund as on the 7th May 1937, be written off and the same be debited to the Benefit Fund Account.

(c) Resolved that the moneys due as loans (ordinary and special) together with interest thereon from members who, by default, have ceased to be members and who have not been re-admitted, shall be written off and the same be debited to the Benefit Fund Account.

OFFICE-BEARERS

The following office-bearers were elected:

President:—Mr. M. S. Sabhesan.

Vice-President:—Mr. R. S. Subramania Aiyar (Hindu Theological High School).

Secretary:—Mr. V. Srinivasa Aiyar (Hindu High School.)

Auditor:—Mr. V. Sundararajan.

Members of the Executive:—Mr. S. Srinivasan (Madanapalle), Mr. S. T. Ramanujam Iyengar of Trichy, Mr. S. Srinivasa Aiyar of Vellore, Mr. E. H. Parameswaran of Tinnevelly, Mr. M. K. Ramamurthi of Madras and Mr. N. Kalyanarama Aiyar of Tanjore.

OBITUARY

We regret to have to announce the death of Mr. M. S. Thyagaraja Iyer of Negapatam (Reg. No. 930) on 16-4-1937. His nominee was paid a benefit amount of Rs. 540 on 24th May, 1937.

PROCEEDINGS OF THE JOINT-MEETING OF THE EXECUTIVE BOARD AND WORKING COMMITTEE HELD ON 5TH MAY 1937 AT K. H. SCHOOL, TANJORE

Present: Messrs. M. S. Sabhesan (in the Chair),
„ Rev. Milton G. Kuolt,
„ V. Bhuvarahamurthi,
„ S. Natarajan,
„ C. Ranganatha Iyengar,
„ C. Elisha,
„ N. Kalyanarama Iyer,
„ S. T. Ramanuja Iyengar,
„ S. Srinivasan,
„ E. H. Parameswaran,
„ K. S. Chengalroya Iyer.

1. Minutes of the last meetings and the letter from Mr. S. K. Yegnanarayana Aiyar regretting inability to be present at the meeting were read and recorded.
2. The Secretary made a statement regarding the letters to the Political parties, memorandum on the disabilities of elementary school teachers, Memorandum on Provident Fund.
3. The decision of the Working Committee to accord a welcome to the delegation of the New York Education Fellowship on their arrival in October was approved and the Working Committee was authorised to take the necessary steps to constitute a Reception Committee and make all the necessary arrangements for preparing a programme for the Delegation.
4. Resolved that *The South Indian Teacher* be made a member of the Educational Press Association of America.
5. The XXVIII Annual Report of the Union was adopted.
6. Read letter from the District Educational Officer with the Proceedings of the Director of Public Instruction. Resolved to include the item of World Good Will Day in the Education Week Programme and resolved to place the same before the next Central Education Week Committee.
7. Read letter from the Secretary, Provincial Physical Education Association re. application fee. It was resolved that the affiliation be governed by the existing rules.
8. Resolved to inform the Secretary of the Salem District Teacher-Manager Association that direct affiliation to the Union is not possible and that he should address the Salem District Teachers' Guild on the matter.
9. Resolved to affiliate the West Godavari District Guild on the payment of the affiliation fee.
10. Resolved to authorise the Working committee to transfer moneys from one account to another as required and to re-transfer later as and when the amounts accumulate in the respective accounts.
11. Resolved that a Savings Bank account be opened with the Triplicane Branch of the Indian Bank, Ltd., in the name of the South India Teachers' Union, and that the Secretary and Treasurer of the Union be authorised to operate jointly on the Bank accounts on behalf of the South India Teachers' Union.
12. Resolved to alter the rules of the Union regarding the Election of President of the conference.

PROCEEDINGS OF THE MEETING OF THE EXECUTIVE BOARD FOR 1937-38 HELD ON 8TH MAY 1937 AT K. H. SCHOOL, TANJORE

Present: Messrs. M. S. Sabhesan (in the chair),
„ C. Ranganatha Iyengar,
„ E. N. Subramania Iyer,
„ N. Kalyanarama Iyer,
„ M. Somasundaram,
„ S. T. Ramanuja Iyengar,
„ V. Rangaswami Iyengar,
„ E. H. Parameswaran,
„ S. K. Subbarama Iyer,
„ K. S. Chengalroya Iyer,
„ S. Natarajan,
„ V. Bhuvarahamurthi, Rev. Milton G. Kuolt, and
„ V. Srinivasan.

1. The following members were elected to the Working Committee. Messrs. S. K. Subbarama Iyer, E. H. Parameswaran, S. T. Ramanuja Iyengar, E. N. Subramanyam and C. Ranganatha Iyengar.

2. Mr. C. Elisha was co-opted to the Executive Board for Cuddapah district. Resolved to authorise the Working committee to co-opt members to the Board for the other unrepresented districts.

3. Resolved that Messrs. S. K. Yegnarayana Iyer, M. S. Sabhesan, V. Bhuvarahamurthi, S. Natarajan and T. Ramanujachari do form a committee to take all possible steps to get the co-operative publishing company registered.

4. Resolved to hold the next meeting of the Board in the last week of June or early in July.

5. With a vote of thanks to the out-going and in-coming members the meeting terminated.

PROCEEDINGS OF THE WORKING COMMITTEE FOR 1937-1938 HELD ON 8TH MAY 1937 AT K. H. SCHOOL, TANJORE

Present: Messrs. M. S. Sabhesan (in the chair),
„ Rev. Milton G. Kuolt,
„ V. Bhuvarahamurthi,
„ S. Natarajan,
„ V. Srinivasan,
„ S. T. Ramanuja Iyengar,
„ C. Ranganatha Iyengar.
„ E. H. Parameswaran,
„ E. N. Subramanyam, and
„ C. Ranganatha Iyengar.

1. Resolved that the following members be the Journal Committee for the year 1937-1938 with Mr. S. Natarajan as Secretary of the Committee Messrs. S. K. Yegnanarayana Iyer, M. S. Sabhesan, V. Bhuvarahamurthi, V. Srinivasan and S. Natarajan (Secretary).

THE XXVIII ANNUAL REPORT OF THE S.I.T.U.

The Executive Board has great pleasure in presenting the XXVIII Annual Report of the South India Teachers' Union for the period, 1st April, 1936 to 31st March, 1937.

STRENGTH

At the beginning of the year there were 15 district guilds and 18 associations affiliated to the Union. The South Kanara District Teachers' Guild was affiliated to the Union during the year. Two associations from the Andhra area not attached to any District Teachers' Guild, were affiliated to the Union in the course of the year. The teachers' association of the Chintadripet High School was disaffiliated during the year due to arrears of subscription. A number of individual members of the Union became members of the teachers' associations of schools affiliated to the respective guilds in area. 42 individual members withdrew from the S.I.T.U. Protection Fund and they did not continue their membership in the Union. A statement giving the strength of the Union as on 31st March, 1937 is shown in Appendix A.

OFFICE-BEARERS

The names of the office-bearers of the Union and of the representatives of the Union on the Council of the A. I. F. E. A. are shown in Appendix B. There were no changes in the office-bearers.

EXECUTIVE BOARD

The first meeting of the Executive Board was held on 9-5-36 at which the working committee was elected. Representatives of the Union on the council of the A.I.F.E.A. were also elected. The Board pointed out the desirability of enrolling the teachers in elementary schools as members of the Union on a larger scale and it was resolved that Guilds be requested to modify their rules in respect of eligibility and subscription if necessary, so as to admit elementary school teachers and elementary school Range associations as members of the Guild.

The second meeting of the Executive Board was held on 8th August 1936 at which co-option of members to the Executive Board was made. The suggestion of bifurcation of some guilds made in certain quarters was considered and the secretary was requested to bring up the question if definite proposals be sent to him by any guild. The conditions of

service of elementary school teachers were considered and a propaganda programme in the Ceded districts was also drawn up at this meeting.

WORKING COMMITTEE

The working committee met 3 times in the year and the following business was transacted.

1st Meeting. (*Salem*) 9-5-36. Appointment of the Journal committee and the Journal Secretary.

2nd Meeting. (*Madras*) 8-8-1936. Consideration of the reports on the reports on the S.S.L.C. questionnaire—Disabilities of Elementary school teachers—Statement by the treasurer with regard to various accounts—Report of the Secretary, Vigilance Committee regarding Devakottai and Trichy cases—Balar Kalvi and its progress—Education Week arrangements—Election of the President to the XII All-India Educational Conference—Provident Fund and its administration—Test case for G. O. 4619.

3rd Meeting. (*Madras*) 6-3-37.

Consideration of reports on Reorganisation of Secondary Education from Madras and Coimbatore District Teachers' Guilds; Consideration of the report on Elementary education from Trichy District Guild; Memorandum on the disabilities of teachers in Elementary schools—Memorandum on Provident Fund to be presented to the Director of Public Instruction—Agenda for the Provincial Educational Conference Teachers' Service conditions Bill—Reception to the Delegation of the New Education Fellowship—A Publishing Company.

The Board is glad to state that the members of the working committee took keen interest in the work of the Union and found it possible to attend the meetings held for the transaction of business.

PROPAGANDA

The Board of Management of the S.I.T.U. Protection Fund was pleased to allot as in previous years a sum of Rs. 300 from the Profession Fund towards professional uplift. This enabled the Union to depute workers to visit different areas in the presidency and to place before teachers the programme of the Union, the objects of the Protection fund and the need for supporting the Union journals "The South Indian Teacher" and "Balar Kalvi". The workers of the Union visited different areas in the Southern Districts and Ceded districts and did valuable

work. An account of the propaganda work done by the members of the committee had appeared in the official journal in the course of the year. The places visited by members during the year are shown in Appendix C.

THE XXVII PROVINCIAL EDUCATIONAL CONFERENCE

The XXVII Provincial Educational Conference was held at Salem on 7th, 8th and 9th May 1936 and the Salem District Teachers' Guild deserves to be congratulated on the excellent arrangements it had made for the comfort of delegates and the conduct of the conference. The Exhibition that was arranged on this occasion attracted numerous visitors and the success of the conference was not a little due to the kind and genial temperament of M. R. Ry. Dewan Bahadur S. E. Runganadhan, Avl., the President of the Conference. It is a matter for satisfaction that the Guild published its report of the Conference in time and distributed copies to the affiliated associations.

THE XXVIII PROVINCIAL EDUCATIONAL CONFERENCE

The XXVIII Provincial Educational Conference will be held in Tanjore on the 6th May of this year. The Tanjore District Guild has undertaken with pleasure the responsibility for the arrangements of the Conference.

THE WORK OF THE UNION

(*a*) *General.* The resolution passed at the Provincial Educational Conference held at Salem were communicated to the authorities concerned. But it is to be regretted that we are not in a position to state what action has been taken in regard to any of them by the authorities. We may be permitted to bring to the notice of the authorities the practice that obtains in Bengal. From " The Teachers' Journal " Official journal of the All-Bengal Teachers' Association" for March 1937, we find that the Director of Public Instruction, Bengal, was pleased to communicate officially to the Provincial Association the action taken by the authorities with regard to each question referred to them. It is refreshing to see that the Director chose to take the association into his confidence by explaining the point of view of the authorities.

(*b*) *Education Week.* The Sixth Education Week was inaugurated in October (5th to 11th October, 1936) and the Central Education Week Committee consisting of the representatives of several bodies interested in Education did valuable work as usual in bringing the activities of schools to the notice of the public and in stimulating teachers to vigorous efforts towards enabling the schools to fulfil their purpose. "OUR

SCHOOLS AND CHARACTER TRAINING" was the central topic chosen this year for consideration during the Week. His Excellency the Acting Governor of Madras, Sir K. V. Reddi Naidu, was pleased to send a message of encouragement on the occasion, and a message was also received from Mr. R. M. Statham, Director of Public Instruction, Madras. On behalf of the Central Education Week Committee, the Most Rev. Dr. L. Mathias, Archbishop of Madras, sent a message of encouragement to centres celebrating the Week. Exhibitions, Demonstration of physical activities, Scout Rallies, and Oratorial and Elocution competitions for pupils were organised in different localities. A large number of elementary schools found it possible to participate in the activities of the Week this year. The Education Week served an important purpose in bringing together on a common platform teachers and public men such as lawyers, officers and medical practitioners, and businessmen. Several local centres were able to secure the help of distinguished officers such as District Collectors and Judicial Officers.

(c) *Provident Fund.* A memorandum on the Provident Fund for teachers in aided schools was submitted to the Director of Public Instruction, Madras. This memorandum invited the attention of the Department to the administrative delays, rate of interest, etc., and suggested remedies.

(d) *Reorganisation of Education.* The Union has sent a reply to the Government of Madras regarding the draft resolution on Educational reorganisation which was kindly forwarded to the Union for opinion. The draft resolution has been communicated to the affiliated Guilds for consideration and report.

(e) *G. O. 4619.* An appeal for funds was made in May last through the editorial columns of "The South Indian Teacher", to enable the Union to obtain legal opinion with regard to the applicability of the G. O. 4619 to the existing employees. In response to 'our appeal the following associations have sent their contributions:—

Teachers' Association, Board High School, Puttur, Rs. 5.
Teachers' Association, Board High School, Udipi. Rs. 5.
Teachers' Association, Board High School, Bapatla. Rs. 15.
Teachers' Association, Board High School, Kasargode. Rs. 5.
Teachers' Association, Edward High School, Nidubrole. Rs. 6-14-0.

amounting to Rs. 36-14-0. A promient lawyer was consulted. As his hands were full at that moment, he was not able to study the case at once. But his junior is scrutinizing the papers. Unless adequate funds are readily placed at the disposal of the Union it may be impossible to get the expert legal opinion.

THE WORK OF THE GUILDS

The District Guilds had their quarterly, half-yearly, and annual meetings as usual in addition to their annual District Educational conferences. Mention should be made of the new line of action adopted this year. In purusance of the resolution of the XXVII Provincial Educational Conference, the Madras and Coimbatore District Teachers' Guilds were required to study in detail the reorganisation of secondary education and to submit a report. The Trichinopoly and Tinnevelly District Guilds were required to study the problems of Elementary education and submit a report. The Board regrets that the Tinnevelly District has not found it possible to submit its report on Elementary Education. It is, however, glad to state that the other Guilds were able to submit their reports as required. These reports were published in the Journal and their recommendations were considred at a meeting of the working committee. Resolutions on this topic are included in the agenda of the XXVIII Provincial Educational Conference. It should be noted with regret that the annual return forms sent to all affiliated associations and Guilds have not been forwarded by many guilds and associations as required by the rules.

XII CONFERENCE OF THE ALL-INDIA FEDERATION OF EDUCATIONAL ASSOCIATIONS

The Twelfth Conference of the All-India Federation of Educational Associations was held at Gwalior during the Christmas Week of 1936, under the presidentship of Pandit Iqbal Narain Gurtu, M.A., LL.B., Vice-Chancellor of the Allahabad University. Prof. M. S. Sundaram was authorised to represent the Union and the thanks of the Union are due to him.

THE S. I. T. U. PROTECTION FUND

The report for 1936 shows a slow but steady increase in strength which rose from 838 to 873. On account of the economic depression and the prevailing unsatisfactory service conditions, many teachers cannot think of making provision for their old age and for their dependents. The members of the S.I.T.U. Working Committee and the members of the Board of Management of the Fund visited a number of centres and did propaganda work on behalf of the Fund. The strength at the close of the year stood at 873 and the total number of units in force was 1,438. Their assets exceed Rs. 1,00,000 as on 31-12-36 and the amount to the credit of the Benefit fund was Rs. 1,00,477-4-8 ; Profession Fund Rs. 1,960-14-2; Reserve Fund Rs. 4,404-6-0 and the Working Fund Rs. 322-11-8.

THE SOUTH INDIAN TEACHER

The Executive Board desires to thank the Journal committee for carrying on the work of the journal in spite of adverse influences. The number of subscribers at the end of the year stood at 532. The journal has been well received in the foreign press. We are on the regular exchange list of Department of Education, Washington, "The Journal of the National Education Association, America," "The World Federation of Education Associations", "The Schoolmaster and Woman Teachers' Chronicle" of the National Union of Teachers, England, "The New Era" of the New Education Fellowship and the Bulletin of the Federation of International Associations of Teachers. It is gratifying to note that we have been invited to become a member of the Educational Press Association, America.

The financial position of the journal will become very encouraging if subscriptions be paid in advance. A large amount of subscription remaining in arrears causes no little anxiety to the Board. The Board regrets that the Journal committee does not get the backing that is necessary to bring out the journal in time and include appropriate illustrations. A large increase in the number of subscribers in the current year will place the journal on an assured financial position and the work of the Journal committee will become easy. It is with this intention that a Publishing Company preferably on a co-operative basis is proposed to be started with a capital of Rs. 10,000. The object of the company will be to undertake the publication of the Union journals and it is for the profession to extend its support to the venture. It is hoped that the journals of the Uunion will receive at the hands of teachers and schools a still more liberal measure of support.

" BALAR KALVI ".

The Executive Board desires to thank the Editorial Board of "Balar Kalvi" for carrying on the work for the past one year. 12 issues have been already published. The journal is receiving fair support at the hands of elementary school teachers for whose benefit the journal was started. It may be mentioned here that some of the special features of the journal are (a) A Supplement on Safety First; (b) Pictorial News of India ; (c) Handwork in schools. The need for educational journals of this type is well recognised and the Board hopes that teachers, managers of schools, Local Bodies and the Department of Education will extend their sympathetic support to the Union in running the journal. The first number of the second volume will come out on 1st May, 1937.

CONCLUSION

The work done may be regarded as satisfactory if the circumstances in which the teaching profession finds itself to-day be taken into consideration. The same old problems are still to be solved and it requires sustained efforts on the part of the Union to make any impression and to achieve its ends. "BETTER ORGANISATION, BETTER WORK AND BETTER RESULTS" should be our slogan.

By order of the Executive Board,

M. S. SABHESAN,

Hon. Secretary.

APPENDIX A.

No.	Name of the Guild.	Number of Associations.
1.	The Anantapur District Teachers' Guild	.. 11
2.	The Kurnool District Teachers' Guild	.. 10
3.	The Madras Teachers' Guild.	.. ..
4.	The Chingleput District Teachers' Guild.	.. 5
5.	The Chittoor District Teachers' Guild.	.. 12
6.	The North Arcot District Teachers' Guild.	.. 20
7.	The South Arcot District Teachers' Guild.	.. 8
8.	The Tanjore District Teachers' Guild	.. 24
9.	The Trichinopoly District Teachers' Guild.	.. 30
10.	The Madura District Teachers' Guild.	.. 10
11.	The Ramnad District Teachers' Guild.	.. 20
12.	The Tinnevelly District Teachers' Guild.	.. 25
13.	The Malabar, District Teachers' Guild.	.. 8
14.	The Coimbatore District Teachers' Guild.	.. 28
15.	The Salem District Teachers' Guild.	.. 26
16.	The South Kanara District Teachers' Guild.	.. 12

ASSOCIATIONS DIRECTLY AFFILIATED TO THE UNION.

1. Teachers' Association, Hindu Theological High School, Madras.
2. Teachers' Association, Board High School, Kandukur.
3. Teachers' Association, Board High School, Yellamanchalli.
4. Teachers' Association, Wardlaw High School, Bellary.
5. Teachers' Association, Municipal High School, Bellary.
6. Teachers' Association, Board Middle School, Hadagalli.

7. Teachers' Association, Board Middle School, Kampli.
8. Teachers ' Association, Board High School, Amalapuram.
9. Teachers' Association, V. R. College High School, Nellore.
10. Teachers' Association, Board High School, Gudur.
11. Teachers' Association, Board High School, Duggirala.
12. Teachers' Association, Board High School, Kavali.
13. Teachers' Association, Board High School, Bapatla.
14. Teachers' Association, Board High School, Pulivendla.
15. Teachers' Association, Municipal High School, Bimilipatam.
16. Teachers' Association, Ayyangarkulam.
17. Teachers' Association, Taluk High School, Tenali.
18. Teachers' Association, R. K. Middle School, Alur, Nellore Dt.
19. Teachers' Association, Board Middle School, Alur, Bellary Dt.

Number of individual members. 40.

APPENDIX B.

OFFICE-BEARERS FOR 1936-1937.

1. *President.*—M. R. Ry. S. K. Yegnanarayana Iyer, Avl., M.A., Professor, Pachiappa's College, Madras.

2. *Secretary.*—M. R. Ry. M. S. Sabhesan, Avl., M.A., Professor, Christian College, Madras.

3. *Joint-Secretary.*—Rev. Milton G. Kuolt, M.Sc. (Educ.), Principal, M.E.L.I.M. High School, Ambur, North Arcot District.

4. *Journal Secretary.*—M. R. Ry. S. Natarajan, Avl., B.A., L.T., St. Gabriel's High School, Madras.

5. *Treasurer.*—M. R. Ry. V. Bhuvarahamurthi Rao Avl., M.A., P. S. High School, Mylapore.

6. *Secretary, Protection Fund.*—M. R. Ry. M. K. Ramamurthi Avl., T. T. V. High School, Madras.

The above six persons are also ex-officio members of the Working Committee and the Executive Board.

Ordinary members of the Working Committee elected among the members of the Executive Board.

1. Mr. S. T. Ramanuja Iyengar, Trichy.
2. Mr. N. Kalyanarama Iyer, Tanjore.
3. Mr. C. S. Rangaswami Iyengar, South Arcot.
4. Mr. S. K. Subbarama Iyer, Coimbatore.
5. Mr. C. Ranganatha Iyengar, Anantapur.

Representatives on the Executive Board of the S. I. T. U., from several districts.

Ganjam: Mr. Narasingapadhi, B.A., L.T., Headmaster, Board High School, Aska.

Vizagapatam: Mr. V. Subramanyam, Headmaster, Board High School, Yellamanchalli.

Godavari East: Mr. Vepa Appa Rao, R. Ch. High School, Pithapuram.

Godavari West: Mr. V. Venkatarama Sastri, Board High School, Tanuku.

Kistna: Mr. P. V. Gangaraju, S. R. High School, Challapalli.

Guntur: Mr. T. Suryanarayanamurthi, Taluk High School, Tenali.

Nellore: Mr. S. Krishna Rao, Board High School, Kandukur.

Cuddapah: Mr. C. Elisha, Headmaster, London Mission Training School, Cuddapah.

Bellary: Mr. G. V. Venkatarama Iyer, Wardlaw High School, Bellary.

Anantapur: Mr. C. Ranganatha Iyengar, London Mission High School, Gooty.

Kurnool: Mr. G. Siva Rao, Municipal High School, Kurnool.

Madras: Mr. V. Sethumadhava Rao, E. L. M. F. High school, Puraswalkam, Madras.

Chingleput: Mr. V. V. Duraisami Iyer, Pachiappa's High School, Conjeevaram.

North Arcot: Mr. V. R. Krishnaswami Iyengar, Voorhee's College, Vellore.

Chittoor: Mr. S. Srinivasan, Theosophical College, Madanapalli.

Tanjore: Mr. N. Kalyanarama Iyer, Sir S. High School, Tirukattupalli.

Trichy: Mr. S. T. Ramanuja Iyengar, E. R. High School, Trichy.

Madura: Mr. M. Somasundaram, Pasumalai High School, Pasumalai.

Ramnad: Mr. N. S. Venkatarama Iyer, Headmaster of S. M. S. High School, Karaikudi.

Tinnevelly: Mr. E. H. Parameswaran, Headmaster, Thirthapathi High School, Ambasamudram.

South Arcot: Mr. C. S. Rangaswami Iyengar, Villupuram.

Coimbatore: Mr. S. K. Subbarama Iyer, Municipal High School, R. S. Puram, Coimbatore.

Salem: Mr. K. S. Chengalroya Iyer, Board Middle School, Kaveripatnam.

Malabar: Mr. C. S. Sesha Iyer, B.A., L.T., M. H. School, Palghat.

South Kanara: Mr. M. S. Ekambara Rao, Headmaster, Ganpat High School, Mangalore.

JOURNAL COMMITTEE.

Messrs. S. K. Yegnanarayana Iyer,
M. S. Sabhesan,
V. Bhuvarahamurthi,
C. Ranganatha Iyengar, and
S. Natarajan (Journal Secretary).

UNION REPRESENTATIVES ON THE COUNCIL OF A. I. F. E. A.

Messrs. V. Jayarama Iyer, Villupuram.
M. S. Sabhesan, Madras.
H. Sundara Rao, Madanapalli.
T. P. Srinivasavaradan, Madras.
Rev. Milton G. Kuolt, Ambur.

VIGILANCE COMMITTEE.

Messrs. S. Srinivasan, Chittoor.
A. Srinivasaraghavan, Tinnevelly.
M. K. Ramamurthi, Madras.
S. T. Ramanuja Iyengar, Trichy.
C. S. Rangaswami Iyengar (Convener).

APPENDIX C.

PROPAGANDA WORK

Month.	Name of the worker.	Places visited.
1936 April.	Mr. S. T. Ramanuja Iyengar, (Delivered a lecture on "The Service Conditions Bill" on the occasion of the Educational Conference of the Madras Teachers' Guild.)	Madras.
	Mr. S. Natarajan,	Vellore, Gobichettipalayam.
"	Mr. M. S. Sabhesan,	Mayavaram.
"	Mr. M. K. Ramamurthi,	Coimbatore, Vellore.
May.	Mr. T. Ramanujachari,	South Arcot Dt.
"	Mr. S. T. Ramanuja Iyengar,	Chettinad.
July.	Mr. S. Natarajan,	Tiruvannamalai.
1937 January.	Rev. Milton G. Kuolt,	Desur.
"	Mr. C. Ranganatha Iyengar,	Cuddapah Dt.
Feb.	Mr. S. K. Yegnanarayana Iyer,	Trichinopoly.
"	Mr. S. Natarajan,	Madura, Karaikudi, Manamadura.

THE SOUTH INDIA TEACHERS' UNION.

STATEMENT OF RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDED 31st MARCH, 1937.

RECEIPTS.

To Opening Balance :—							
Cash with M. T. G. C. S., Ltd.	..	16	12	1			
Silver Jubilee Fund	..	61	0	0			
Defence Fund	..	34	3	0			
Year Book A/c.	..	0	4	3			
Stamps	..	2	2	0	114	5	4
To Subscriptions :—							
Guilds	..	361	8	0			
Associations	..	33	12	0			
Individuals	..	28	8	0	423	12	0
Other Accounts :—							
Election	..	69	4	0			
Education Week (Arrears of '35)	..	10	0	0			
Year Book	..	75	10	3			
Silver Jubilee Fund	..	20	0	0			
Defence Fund for G.O. 4619	..	36	14	0			
Vigilence Committee	..	2	0	0			
Transfer from S.I.T. A/c.	..	3	0	0	216	12	3
Education Week 1936	..				319	0	0
Delegation Fees from Salem Conference	..				45	8	0
Total Rs.					1,119	5	7

DISBURSEMENTS.

By Expenses :—												
Printing	..				41	15	0					
Postage	..				45	12	6					
Delegation Fee	..				11	0	0					
Travelling allowance	..				80	9	0					
Rent	..				30	0	0					
A.I.F.E.A. Subscription	..				15	0	0					
Contingencies	..				16	6	3			240	10	9
Other Accounts :—												
Election	..				41	5	0					
Year Book Account	..				45	0	0					
Advance to propaganda	.. ..				30	0	0					
Education Week	..				395	0	0					
Vigilance Committee	..				2	0	0			513	5	0
South Indian Teacher towards Clerk's pay	..									106	0	0
Closing Balances, as on 31-3-1937 :—												
With M.T.G.C.S., Ltd.	..				1	0	0					
Cash and Cheque on hand :—												
Silver Jubilee Fund		89	4	3								
Defence Fund		71	1	0								
General funds		89	9	7								
Stamps		8	7	0	258	5	10			259	5	10
Total Rs.										1,119	5	7

Madras, 26th April, 1937.

V. BHUVARAHAMURTHY,
Treasurer.

M. S. SABHESAN,
Secretary.

Examined and Found Correct.

(Sd.) ARUNAJATAI & VISWÂNATHAN,
Regd. Accountants & Auditors.

THE SOUTH INDIAN TEACHER

STATEMENT OF RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDED 31st DECEMBER, 1936.

RECEIPTS.

Balance as on 1-1-36 :—			
Cash with M.T.G.C.S.	..	4 7 9	
Cheque with Treasurer	..	10 0 0	
Stamps	..	7 6 3	21 14 0
To Journal Receipts.			
Subscriptions :—			
For the year	..	1,053 10 0	
Arrears	..	336 14 0	1,390 8 0
Advertisements :—			
For the year	..	649 0 6	
Arrears	..	395 8 0	1,044 8 6
Miscellaneous :—			
Grant from the Madras Teachers' Guild	..	25 0 0	
Rent for Typewriter	..	15 0 0	
Sale of Publications	..	15 8 0	
A. I. F. E. A. Account	..	2 0 0	
Anantapur Conference Report	..	20 0 0	77 8 0
South Indian Teachers' Union Account towards Clerk's Salary :—			
By Cash	..	199 0 0	
By Adjustment	..	108 8 5	307 8 5
		Total Rs.	2,841 14 11

DISBURSEMENTS.

By cost of Journal.			
Printing :—			
Last Year's Account	..	842 11 3	
For the year	..	657 4 9	1,500 0 0
Postage	..		298 8 0
Establishment	..		394 0 0
Contingencies and Conveyance :—			
Furniture	..	29 8 0	
Stationery	..	38 15 6	
Blocks	..	9 14 0	
Sundries	..	13 1 0	
Secretary's conveyance	..	60 0 0	
Clerical conveyance	..	22 9 6	
Travelling allowance to Secretary	..	12 14 0	186 14 0
Honorarium to Secretary	..		120 0 0
Repayment of loan to S.I.T.U. :—			
Towards Loan Account	..	75 0 0	
Interest on above	..	33 8 5	108 8 5
Commission on Advertisements	..	.. ..	50 0 0
Lighting charges	..		12 0 0
Advance to supply of Foreign Journals	..		9 10 6
Bank commission on cheques	..		1 2 0
Closing Balances on 31-12-1936 :—			
With M. T. G. C. S.	..	67 6 9	
With *Balar Kalvi* A/c.	..	22 8 0	
With Secretary	..	25 0 0	
Cash on hand	..	29 0 0	
Stamps	..	17 5 3	161 4 0
		Total Rs.	2,841 14 11

Madras, 26th April, 1937.

V. BHUVARAHAMURTHY, **Treasurer.**

S. NATARAJAN, *Journal Secretary.*

M. S. SABHESAN, *Secretary.*

Examined and Found Correct.
(Sd.) ARUNAJATAI & VISWANATHAN,
Regd. Accountants & Auditors.

STATEMENT OF RECEIPTS & EXPENDITURE IN CONNECTION WITH THE EDUCATION WEEK, 1936.

RECEIPTS.

	Rs.	As.	Ps.
By Sale of Posters, Leaflets and Booklets ..	219	0	0
Advertisements ..	35	0	0
Donations :—			
Catholic Educational Council ..	10	0	0
Madras Library Association	10	0	0
Madras Teachers' Guild ..	10	0	0
Missionary Educational Council of South India ..	10	0	0
Muhammadan Educational Association of South India	10	0	0
Salem District Guild ..	5	0	0
Madras Geographical Association ..	5	0	0
Junior Red Cross Society .	5	0	0
Cost met from S. I. T. U. Funds ..	76	0	0
Total .. Rs.	395	0	0

EXPENDITURE.

	Rs.	As.	Ps.
Printing :—			
Hand Book ..	76	12	0
Leaflets to Parents ..	72	4	0
Posters ..	75	0	0
Postage ..	146	14	3
Conveyance & Contingencies	14	1	9
Allowance to Clerk ..	10	0	0
Total .. Rs.	395	0	0

Madras 26th April 1937.

Examined and Found Correct.

(Sd.) ARUNAJATAI & VISWANATHAN,
Regd. Accountants & Auditors.

---Longmans' Select List of New Text-Books---

Approved by the Madras Text-Book Committee for Class Use. Please refer to the latest Consolidated List issued on 4-5-1937.

Longmans' Indian Readers. By J. A. Yates, M.A., I.E.S. (Retired).

	Page of the Gazette.		Page of the Gazette.
Primer I, As. 3	53	Reader I, As. 6	61
Primer II, As. 4	53	Reader II, As. 8	47
Introductory, As. 5	53	Reader III, As. 10	47

Longmans' Tamil Readers. By Mahamahopadyaya M. V. Ramanujachariar.

	Page.		Page.
Reader I, As. 2½	182	Reader IV, As. 5	180
Reader II, As. 3	173	Reader V, As. 6	182
Reader III, As. 4	179		

(Printed in bold type and suitable for Class 1 to 5).

Longmans' Pupils' Arithmetics. By T. S. Rajagopalan, B.A., L.T.

			Page.				Page.
Book I,	Tamil Edition,	As. 10.	123	Book I,	Telugu Edition,	As. 12,	124
Book II,	do.	As. 12,	122	Book II,	do.	As. 14,	124
Book III,	do.	As. 12	122	Book III,	do.	Re. 1	124

Longmans' Descriptive Geographies. By L. D. Stamp. For Forms I to III.

			Page.			Page.
Book I	Tamil Edition,	As. 10,	106	Telugu Edition,	As. 10,	106
Book II	Tamil Edition,	As. 12,	105	Telugu Edition,	As. 12,	106
Book III	Tamil Edition,	As. 12,	106	Telugu Edition,	As. 14,	106

Book I English Edition, As. 12, pp. 106; Book II, As. 14; Book III, As. 14.

Secondary School Geography. By L. D. Stamp, Re. 1-12-0, page 106.
(Section I containing The Three Southern Continents, North America and Eurasia, Re. 1-4-0).

India and World Studies. By L. D. Stamp, As. 15 .. 104
Part I—India. Separately, As. 10 .. 104

Indian History Text-Books. By M. K. Sundaravaradachariar, B.A., L.T.

			Page.				Page.
Stories—Tamil Edition,		As. 5	89	**Stories**—Telugu Edition,		As. 5	90
Book I	do.	As. 6	88	Book I	do.	As. 6	90
Book II	do.	As. 8	89	Book II	do.	As. 9	90
Book III	do.	As. 10	90	Book III	do.	As. 10	

A Brief Survey of Indian History. By H. C. Page 90
Recommended in the S. S. L. C. Syllabus for "A" Group.
English Edition in one volume, price Rs. 2 .. 90
Tamil Edition. (in 2 parts) Pre-British Period, Re. 1-2-0 .. 89
British Period, As. 10 .. 87
Telugu Edition (in 2 parts) Pre-British Period, Re. 1-2-0 .. 89
British Period, As. 10 .. 87

A History of Great Britain. By T. F. Tout, Rs. 2, (Indian Edition) .. 90

A First Book of British History. By T. F. Tout & Hartog.
English Edn., Re. 1; **Tamil Edn.**, As. 14; **Telugu Edn.**, As. 14; pp. 80, 82, 83.
Longman's Vernacular Atlases, (in **Tamil**, **Telugu** and **Urdu**). As. 12 each.

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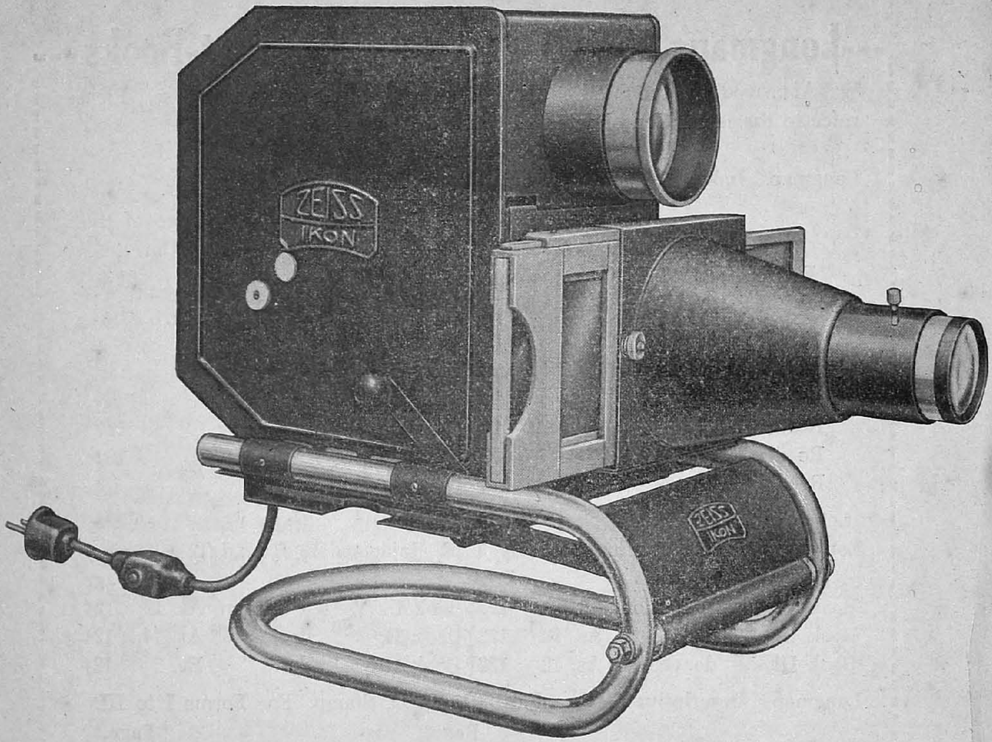
36-A, MOUNT ROAD, MADRAS.



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5. Hindu High School, Triplicane, Madras,
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EDITORIAL

THE EDUCATIONAL CONFERENCE

The Twenty-eighth Provincial Educational Conference held in May at Tanjore should be considered unique for more reasons than one. Reorganisation of education which happens to be engaging the attention of the authorities in every province was discussed at length by delegates who had become acquainted with the several proposals prepared by the Government, the South India Teachers' Union and the Madras Headmasters' Association. Thanks to the alertness of press correspondents, it was possible for us to get now and then a glimpse into the official mind. The latest report that the interim ministry has resolved not to appoint an expert committee as contemplated by the previous ministry for the consideration of the several proposals relating to the reorganisation of secondary education is, we hope, not true. The reason advanced for this curious step is unconvincing. The Government is reported to be of the opinion that the introduction of the urgent measures of reform will be delayed if the question has to be considered by a committee. Reorganisation implies a definite and marked change in the outlook and attitude of the government, the management, the parent and the teaching profession. A great and radical change is inevitable and it is essential that the proposals made by several bodies should be considered together by an expert committee. Heavens will not fall if the so-called urgent measures be delayed by a few months. Many are the knotty points yet to be cleared in regard to the scheme and opportunity should be given for the different bodies to understand one another's point. It is unwise to force down the throat of an unwilling public any scheme in haste and the consequences will be serious if a faulty step be adopted. We feel strongly that a strong representative committee should be appointed to go into the whole question and advise the government. Why should our province fight shy of an investigation of the problem by a committee is difficult to understand. Considering that reorganisation implies radical changes involving additional expenditure, the Government will be well advised to adhere to its original idea of the committee and to follow the procedure adopted in other provinces.

The conference emphatically declared itself against increasing the duration of the Secondary school course. It was resolved that the middle school stage should extend only to three years as heretofore and that diversified courses should be offered in the High school stage. It was the opinion of the conference that diversion should not be under-

stood as a means of restricting facilities for higher education. Diversion of students was, in the opinion of the conference, an independent and important question. It should not be effected in an arbitrary manner through an external examination. Mr. Kuolt, in addressing the conference on the subject pointed out that diversion through guidance was easily possible. There was a heated discussion on the question of the abolition of the S.S.L.C. Public examination. Several teachers wanted the external public examination at the end of the school final course to be retained on the ground that the Headmasters' certificate of completion would be unreliable and that invidious distinctions would arise between school and school. It is unfortunate that many teachers have not been able to discuss the question on its own merits. Nor do they realise they are cutting their ground from under their own feet when they have no faith in themselves. The President in his own inimitable style set at rest their fears in his concluding address: "There is no difficulty in my saying that examinations are no good at all. ..... Everybody will agree that the certificate of the Headmaster and the staff who have personal touch with the boy is more reliable than the result of an examination.......... In all Departments trust begets honesty; dishonesty, tricks. Therefore let us trust the Headmaster and you will find that the Headmasters and teachers will realise their responsibility and bring about a satisfactory state of things even without examination." However, the clause on the abolition of the S.S.L.C. examination was declared lost and the whole resolution on Secondary education with the exception of this clause was passed unanimously.

Of the other important resolutions passed at the conference should be mentioned the resolution on Elementary education suggesting proposals in regard to free and compulsory elementary education. One important resolution urging the Government to appoint a committee to go into the disabilities of elementary school teachers referred to in the memorandum of the Union should, we feel strongly, receive the attention of the government immediately. The memorandum reveals a very disquieting state of affairs. Arrears of salaries, frequent transfers, heavy cuts in salaries, seem to be the order of the day in many districts. If the Government be really keen on improving the efficiency of Elementary education and removing wastage, it should take immediate steps to understand the magnitude of the evil and get the grievances of Elementary school teachers redressed for, only with a contented teaching profession will any efficient work become possible.

The Tanjore conference has left a deep impression in the minds of every one of the delegates that attended the conference. Sjt. Rajagopalachari, to whose great intellectual qualities, Lord Zetland rightly

paid a glowing tribute a few days ago, threw himself heart and soul into the work of the conference and displayed great zeal and enthusiasm. His guidance at the Subjects Committee and at the opening conference was very valuable. The teaching profession is indebted to him for the earnest and sincere attempt he has made to understand the problems and for the helpful suggestions offered in the course of discussion.

We should like to express our warm appreciation of the splendid arrangements made by the Reception committee. They have spared no pains to make the stay of the delegates as comfortable as possible. The members of the Reception committee and volunteers were all eager to be of service to the delegates.

The programme of the conference was very crowded owing to the various sectional conferences but yet the whole programme was carried through as originally planned, thanks to the very efficient arrangements of the Reception committee. The success of the conference was in no small measure due to Mr. K. M. Sundaram, Headmaster, Kalyanasundram High School, Tanjore and the local conference secretary. He was not in the lime-light but nothing could escape his notice.

REFRESHER COURSES

It is a happy sign that refresher courses for teachers have become a regular feature of our annual conferences. From the year 1930 when the annual educational conference was held at Coimbatore, the Reception committees have been organising refresher courses for teachers in Elementary schools with success. Several hundreds of teachers have so far taken advantage of these courses and this is a clear proof of the desire on the part of teachers to make themselyes more and more efficient. These refresher courses held at the time of the Provincial Educational conferences were all arranged by the Reception committees and the Departmental officers rendered good assistance to the organisers. The Reception committees were willing to reduce the cost of boarding considerably so as to enable a large number of teachers to take advantage of the opportunity. It is a matter for satisfaction that during the last few months, some District Educational officers have begun to take the initiative in this regard. The District Educational Officer, Tinnevelly, organised a refresher course in Geography at Ambasamudram. The District Educational Officer, Trichinopoly, organised a refresher course on the teaching of English in Secondary schools and the District Educational Officer, of South Arcot has organised a refresher course for elementary school teachers at Cuddalore and Villupuram. Addressing these teachers Mr. N. Sarangapani Iyengar, District Educational Officer said, " The teachers' outlook is stagnant and there is need

to change it thoroughly by refresher courses. Otherwise the teacher who is now moving in a rut is likely to get deeper into it. He has therefore to be stimulated to use his commonsense to the best advantage by being assisted to employ new methods to train the children in elementary schools." Over a hundred teachers attended these courses.

It is easy for men in comfortable position to appeal to teachers to equip themselves better. If they should for a moment face realities, they will not fail to realise that there is need for financial help to teachers attending the courses. All these years, the Department has been careful to make it clear that no financial assistance is possible. How can teachers whose salaries are said to be in arrears for two or three months manage to leave their village and find money for this purpose. The teacher's desire to improve himself may be strong but the Department cannot, with its present outlook, successfully hope to press this enthusiasm into their service for averting wastage and stagnation. If teachers attending these courses be given an extra allowance they may be willing to get the utmost out of such courses and may go home with a desire to do better work.

While referring to these courses one cannot help mentioning the services Mr. S. Jagannathan, of the Kindergarten Department of the Model School, Saidapet, has been rendering. It is worthwhile for the Government to appoint gentlemen of his standing as special touring teachers and give them facilities of an exhibition car. They can then carry their apparatus and materials to different centres, stay there for some weeks and take as it were modern educational methods right to the door of the elementary school. The time has come for the authorities to have a planned programme of refresher courses if the awakening in the ranks of elementary school teachers should yield fruits.